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INGLÉS**

**Reality of English Language Teaching and Learning at
Rural Telesecundarias**

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DEDICATION.

I dedicate this thesis to the people who are the mainstay in my life. First and foremost, I dedicate this dissertation work to God. Thank Lord for filling me with blessings and for being my guide in all paths I have walked. Secondly, I dedicate this work to my loving family, especially to my mother Lidia, my grandma Rosa, and my little brother Jonathan. Thank you for making my dreams come true and for teaching me that everything is possible with faith and perseverance. Finally, I dedicate this dissertation to the Principal and students of the Telesecundaria. Thank you for making this study possible and for being the example that will change Mexican education.

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ABSTRACT

Education has always been a polemic topic for experts and non-experts, and Mexican education is not the exception. Education in Mexico has been through a huge change since many years ago. The last change applied to it was done during the Educative Reform, where it pretended to reach real changes in education. Nonetheless, changes have been applied to urban schools, leaving behind schools with the most needs, as it is the case of rural Telesecundarias. This study aims to determine what the educational issues are in English classes at rural Telesecundarias as well as providing effective solutions in order to diminish them. In this context, the study followed a qualitative case study, in which structured interviews were conducted to a sample of two rural Telesecundaria teachers and 3 rural Telesecundaria students. Analysis of the collected data concluded that opportunities in English education are the same for all Mexican students. Nevertheless, the necessity of adapting SEP programs, enhancing teachers' updating and commitment, and looking at rural Telesecundarias as equal as any other school is crucial for an effective implementation of English classes at this kind of schools.

Keywords: *Education in Mexico, Rural Telesecundarias, English Teaching and learning, Educational issues.*

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CHAPTER I

Introduction to the study

1.0 Introduction

According to Solís, (2017, in Lakhani, 2017, para. 20), a leading inequalities expert at the College of Mexico, education is a double-edged sword. “It can be a vehicle for social mobility or, like in Mexico; it can reflect and reproduce inequalities”. Unfortunately, the inequality edged sword is faced in most of the schools located in the Mexican country, which do not have a high schooling level or even, the resources to achieve and give rise to high-quality education.

“Our system is designed to reproduce inequalities rather than compensate for them. The children with the most needs get the worst services, like tele-secondary schools [a distance learning model where a reduced number of teachers rely on video and audio materials to teach the curriculum]. I’ve seen no evidence that the situation is improving,” (Solís, 2017, in Lakhani, 2017, para. 22).

Even though, the Telesecundaria system has taught children from very poor communities for over 30 years, it is possible to see no changes in education opportunities to neither improve nor make a tangible change in students’ learning. This fact assured that education in Mexico is just fair and good enough for people who have the means to afford a high-quality instruction, leaving behind people with low-resources and offering them poor education with no opportunities to have access to different activities such as learning English.

Mexico’s educational situation is not good to the point of reluctantly accepting the education the Government provides. As Pérez (2016) says, “Unfortunately, most families have no alternatives to the troubled public-school system. Private schools are especially costly for the rural poor” (para. 9). Notwithstanding, there was interest by people who live in poor

communities, the privation of resources joined to educational issues was generating a huge and noticeable inequality between people who study in rural and urban communities.

Currently, Mexican education has gone through a huge change due to the last Educative Reform applied. Even though, this reform was supposed to make a positive change in education, Mexican education is going backwards because of the consequences the lack of planning has triggered. Thus, the poor education rural Mexican students receive does not depend on them, but on the lack of planning, materials, and importance provided by education administrators and teachers. Making clear that opportunities were just available for urban Telesecundarias schools making these kinds of schools privileged while stealing rural students of some opportunities to learn.

1.1 Rationale for the topic Selection

According to the British Council (2015), it has been almost 50 years since English started to be taught in Mexican public schools, and, nowadays, it can still be found barriers to learn the language. The implementation of English in SEP curricula (NEPBE) has had modifications which aim to increase students' level of language achievement (British Council, 2015). Nevertheless, these modifications have been only focused on urban public schools, leaving behind rural public schools. For instance, Beachman (2011, p. 5) states that "inequities exist within the Mexican education system between those living in urban areas and those living in rural areas". This means that the academic implementation of English language at rural and urban schools triggers a clear inequity between them, not only in education, but also in the opportunity to learn a foreign language which is English.

Considering the existing inequities in matters of opportunities between urban and rural public schools, this investigation aimed to know the educational implications of English classes

at rural Telesecundarias. Thus, the setting of the research was a rural Telesecundaria, which is located in Santa Maria Tepetzala, Acajete, Puebla, Mexico.

It was necessary to find out that SEP and schools' administration are not providing rural Telesecundarias the necessary and appropriate resources in order to achieve the education they deserve. Bearing in mind that the institution (SEP) and people who preserve, fight and, look for providing a rich education to Mexican students, are not considering the necessary equity to make available a high-quality education for low-resources students. In this manner, the importance to give voice to these people is crucial so that a change can be made in the poor education they receive and in opportunities they currently have to learn English.

1.2 Significance of the Study

Education has always been considered one of the most important aspects in most of the countries around the world, and Mexico is not the exception. It has been almost 30 years since Telesecundaria was first implemented in Mexican education, (Castro, Claudio, Wolff, Laurence and García, 1999). Hence, taking into consideration that this educational modality is not new, in conjunction with the experience it has acquired from more than three decades, there has not been changes in the education rural students receive.

“As equal as traditional modalities in Mexican Secondary Education, Telesecundaria works with plans and curricula proposed by SEP pretending that students reach the same objectives” (INEE, 2007, p. 95). However, considering that the education Telesecundaria provides to rural communities is lower than urban communities receive, according to Sánchez (2009), because of poverty conditions and low levels achieved from scholar performance tests, Telesecundarias are going on regression. Having regard the previous statement, it is not necessary to visit or being taught in rural Telesecundaria schools in order to realize the kind of education a student receives.

Regarding what was said in the previous paragraph and, considering that about 17% of Secondary students are being taught in this sort of schools (Castro, et.al 1999), it is possible to see the importance of considering and looking at Telesecundarias as equal as any other Secondary school. If a positive change in matters of education is made in rural Telesecundarias education, it could serve as an example for other Mexican states, or even other countries to improve rural student's education as well as supplying the necessary resources and conditions in order to fulfill what the Mexican Constitution states, "education is a right for everybody" (Art. 3°, 1997). Thus, Mexican education must guarantee quality and equity no matter the social status or the zone education takes place.

According to the ex-Director of SEP Materials and Educational Methods, "terms of infrastructure, administrative subsistence, and operating system conditions are the accumulation of abandonment", (Garcia Muñoz, in Sanchez, 2009, para. 15). The ex-Director's words state that the poor education rural people receive is triggered by their economy and lack of support from the Government and SEP, calling Telesecundaria "poor school for poor people" Sánchez (2009, para. 14). Therefore, looking at the reality rural Telesecundaria students are facing towards English language learning, if people who live in rural areas are forgotten, it is fundamental to start making an impact on those people's lives through the education they receive.

1.3 Context of the Research

This research took place at a Rural Telesecundaria located in Santa María Tepetzala, Acajete, Puebla, Mexico. According to SEDESOL (2009), until 2010, this municipality owned 115 habitants, where 44 people's degree of margination was low and the 71 remaining habitants' degree of margination was medium. The blog PueblosAmerica.com (2008), states that 4.23% of the whole population is illiterate owing a schooling level of 7.45%. In this Telesecundaria

there are about 450 students enrolled, where the majority of them have low resources, to the point of not having breakfast or taking a shower. In addition, considering that this investigation was focused on English teaching and learning, it is very important to know that in this school there are not official English teachers and students have to pay for one-hour class considering their matters in economy.

The reason why this research was done in this rural Telesecundaria is because of the help and willingness of the Principal of the school provided in the application of the instruments, make observations, and get actual results for this research. Therefore, as educational implications in English classes at rural Telesecundarias are the main topic of research, this school is the best candidate to go beyond what it is seen.

Thus, and so, there have been many studies and articles related to educational implications of English teaching in Mexico. One example is the research called “English in Mexico: An examination of policy, perceptions and influencing factors” made by British Council (2015). As its name says, it talks about educational issues that negatively impact English education in Mexico. Even so, this research is focused on urban schools, which makes evident the necessity and lack of information about rural schools in this area.

1.4 Aim

This research aimed to explore the educational issues which give rise to the inequities of English education between rural and urban Telesecundarias. This investigation has looked at this issue with a view to solve it, due to:

“English has long been highly regarded among the middle and upper classes of Mexican society, and parents with economic means have the opportunity to send children to private bilingual and immersion schools with teachers who are highly proficient in English.” (Borjian, 2015, p. 164).

It means that, learning English might be a privilege for people who have the resources to afford private classes instead of being an opportunity for everyone. It is true that “English programs for elementary education were acknowledged by the SEP in the design of the NEPBE” (British Council, 2015, p. 14) which indicates that nowadays English is being taught and learnt for elementary education students. However, the education SEP is giving to them is narrow (Borjian, 2008, in Borjian, 2015, para. 6).

In view of that, the results obtained from the instruments served as a method to identify the educational implications that exist at Telesecundarias in matters of English learning. In like manner, it gave response to the issues rural Telesecundaria students have to learn a foreign language, in this case, English.

1.5 Objectives

In order to achieve the aims of this research, structured interviews were conducted with a sample of two Telesecundaria teachers who have worked at a rural and urban school for more than five years. Furthermore, structured interviews were applied to a sample of three Telesecundaria students who have studied at a rural and an urban school.

The objectives of this research are related to the identification of social, and educational aspects that generate inequities between rural and urban Telesecundarias. In order to demonstrate the importance of looking at rural Telesecundarias as equal as any other school as well as providing them the necessary resources to have a high-quality education, it is significant to know the genuine situation that is giving rise to the inequities between rural and urban Telesecundarias. In view of the previous paragraph, the collected data was compared and analyzed in order to propose and provide a solution to this English educational issue.

1.6 The research questions

As indicated in the preceding discussion, and according to UNESCO (1997, para. 1) “until relatively recently it has been impossible in economic and human terms, to provide secondary education along conventional lines to these communities”. Thus, when discovering the lack of resources and opportunities people with low resources receive in order to learn not only English, but in general education, an eye was put on this situation to identify the origin of this huge problem. Aspects such as inequity, lack of interest, and importance given to English are mainly triggered by educational issues, which is where the actual problem starts

With this consideration, this research was focused on the importance of identifying what gives rise to the educational inequities between rural and urban Telesecundaria students when learning English. This research will be guided by the following questions:

1. What are the educational issues that affect ELT at rural Telesecundarias?
2. In what ways do these issues between rural and urban Telesecundarias can be diminished in order to improve English learning in rural Telesecundaria students?
3. How can ELT be implemented effectively in rural Telesecundarias?

1.7 Conclusion

This chapter has provided a broad vision of what this research was about. The same way, chapter I talked about the actual and current problem rural Telesecundarias are facing towards English teaching and learning. Additionally, this chapter mentions the expected impact this research will have in English rural education, the context where this research will take place, the objectives along with the instruments this research used and what will be achieved at the end of the investigation. In like manner, main topics were highlighted as well as how this thesis will contribute to the literature related to rural education. In chapter II, a detailed background for the study is going to be provided, comprising topics such as the Educational Reform, the National English Program in Basic Education, Secondary Schools and English Language

Education in Mexico, English at *Escuelas Normales*, English Teaching Methods, and English Techniques and Interactions in the classroom. Moreover, in chapter III, it will be outlined the research design and methodology of the study, which comprises the description of the context, participants, instruments, as well as the explanation of the data collection and analysis. Chapter IV is focused on the analysis and interpretation of the results. Thus, and so, this chapter is going to discuss the analysis of the qualitative data along with a description and clarification of the research findings, which will be found in the following sub-topics: Methods of data analysis and presentation of data in conjunction with the presentation and discussion of the results. Finally, in chapter V, a summary for the critical analysis and discussion of the themes of the whole study is going to be presented. Additionally, it will embrace the answers to the research questions, the contributions and limitations of the study, and the final conclusions.

CHAPTER II

The Literature Review

2.0 Introduction

In words of Fink (2014), the purpose of the literature review consists of providing the reader an impression of the topics that were explored and investigated about, this, with the objective of indicating the lector that the study fits with a field of research (in Labaree, 2009, para. 1). Thus, in this chapter it is aimed to give a broad description about previous research done about the main topic of the research. Chapter II is divided into six sections. The Educational Reform, The National English Program in Basic Education (NEPBE), Secondary Schools and English Language Education in Mexico, English at *Escuelas Normales*, English Teaching Methods, and English Techniques and Interactions in the classroom are the topics discussed in the following chapter.

2.1 Educational Reform

The last Federal Government established a set of structured reforms which were created from the partisan agreement called *Pacto por México*. There, the energy, financial, telecommunication, and educational reforms' purposes pretended to make a change in Mexico's future (Flores Crespo, and García, García, 2014).

The Government of 2012 - 2018 was new, thus, changes in different areas were expected, specifically the Mexican education system. "In his inaugural speech on December 1, 2012, President Enrique Peña Nieto announced that soon there would be changes in educational politics. He proclaimed that a new education reform must be enforced" (Ornelas, 2014, p. 197). In other words, Peña Nieto's educational purpose pretended to make a huge change in education, making every Mexican child able to study basic education without boundaries, as well as providing them the educational level a student must reach.

In Mexico, each year through the governance inform, the Government expresses that millions of pesos are invested in Education and that positive changes are taking place in it. Nevertheless, no changes have been seen in Mexican Education System, evidently making education one of the key points for improving during this government term.

According to the journal Mexico News Daily (2017)

“The last time the federal Government implemented a new educational model was in 1959 and although it has since been modified, the changes were not substantial ... the new one will be implemented for the first time in the upcoming 2018-2019 school year” (para. 3-4).

In words of the journal, there has been more than half a century without implementing an actual change in education, affirming that this new reform would impact Mexican education.

The implementation of a new educational reform left many doubts related to the future of education. For this, the Gobierno de México (2018) states that the constitutional reform in educational matters, provides the Mexican Educational System the necessary resources to progress and reinforce equity. In addition, it considers crucial free education's value that is why the National System of Educational Evaluation was formed, having as purpose educational quality apart from being considered the maximum expert in assessment. Thus, the educational reform aims to solve the educational matters from the beginning, by creating specialized institutions that are in charge of guiding education to a better place, as well as providing Mexican students a high quality and effective education.

It is important to make a parenthesis in order to say that the SNTE (The National Union of Education Workers) which has been actively participating in making decisions about education since 1943 (SNTE, 2014) has lost voice in matters of education with this reform. To clarify the previous statement, Ornelas (2014) states that

“The Peña Nieto reform movement has produced changes in the political decision-making structure of Mexican basic education. It also has furthered swaps in the power relations between the government and the National Teachers Union (SNTE), and between the central administration and the states. It implies a re-centralization of many decisions and duties that the federal government decentralized to the states in 1992” (p.198).

Since Mexican Education was accustomed to being governed by just one institution, the decentralization power between the Federal Government and the SNTE is definitely a huge change in education, however, it is not known if that decision will positively change education’s direction.

Furthermore, the journal *El País*, in voice of Joaquin Garcia (2016), assures that Peña Nieto has received sustenance from the SNTE, which is the most important professor union in Mexico and that comprises 1.5 million teachers. Nevertheless, it is dismissed by the CNTE, which comprises 120,000 supporters who have been demonstrating their disagreement by doing acts that affect the Government and Mexican students. Even though the security the Government is assuring to Mexican teachers, the disagreement of CNTE supporters was something expected. Even, they are less than the fifth part of the total Mexican teachers, the events and positions they are creating and taking are not just affecting the Government, but the education.

Coming back to the educational reform, and according to *Pacto por México* (2012), the educational reform wants to reach “a legal and administrative reform in educational matters with three initial objectives complementary to each other” (p.2). These three objectives are focused on improving quality education by considering what the Mexican Constitution states its 3° article.

The first objective consists of “enhancing basic education quality which will be reflected in better international evaluation results such as PISA” (*Pacto por México*, 2012, p.2). In order

to complement the previous information, “inequities exist within the Mexican education system between those living in urban areas and those living in rural areas” (Beachman, 2011, p.1). These two facts recognize the fact that, counteracting the attack of inequities in Mexican education, education quality would be greatly enhanced in the whole country.

The second objective is focused on “enhancing the enrollment and improving the quality of upper and upper secondary education systems” (Pacto por México, 2012, p.2). This objective is related to the first one due to it has to do with education quality. As the Basic Education Undersecretary expressed, “the Educative Reform in the 21st century is firmly committed to undertake the battle for the quality and becomes school as the center of the educational system” (Gobierno de México, 2015, para. 3). Thus, it is possible to see that the focus of this reform consists of strengthening the quality of education by giving schools the power they should have had from the beginning. In addition, considering that schools are the institutions, which actually know what happens every day at schools, they have the experience to overcome any kind of issue they would face.

The last objective states that, “the Mexican State recovers the National Educational System rectory, maintaining the principle of laity” (*Pacto por México*, 2012, p. 2). As mentioned in the previous discussion, Mexican education administration was divided into different institutions, which have the right to make decisions and changes related to education. That is the result of the third objective, to centralize education decision-making.

Thus, these three objectives are summed up in the words of Javier Treviño Cantú, saying that this new educational reform put school on the top of the Mexican Education System, by using autonomy, accompaniment, and learning as tools to reach the objective (Gobierno de México, 2015). That means that after years; different institutions, took control of education, the

schools, which are the organizations that must have the control of education, are enforcing their right.

Apart from the objectives, there are commitments that are fundamental for the educational reform and education. According to Gobierno de México (2018), these commitments are

- “To respond to a social exigency to strengthen public education, secular, and free.
- To assure greater equity in matters of access to a quality education.
- To strengthen the capabilities of management in schools.
- To establish a professional teaching service with rules that respects the teachers' work rights.
- To propitiate new opportunities to the professional development of teachers and managers.
- To lay the bases so that the Educational System elements be evaluated in an impartial, objective, and transparent way” (p.3).

Mainly, those six commitments look for improving and strengthening public education through the good administration of public resources with the purpose of providing equivalent educational opportunities to everyone.

With the implementation of this new reform, the Educational System will suffer transformations, which will change it without doubt. The Gobierno de México (2018) says that Mexican education will have school management authority through the distribution of responsibilities, functions, and resources, so that schools can actually be the center of education. Considering the role schools will have after this educational reform, each school is going to be able to administrate the school. Nevertheless, the curriculum is still controlled by SEP, which indicates that the change will be more administrative than educational.

Likewise, another change consists of looking at SATE (Service of Technical Assistance to Schools) as an institutional support so teachers improve their professional practice and school's operation (Gobierno de México, 2018). With this, the Mexican Government is making

Mexican schools think that they will be more independent. However, through different institutions, the Government is controlling schools.

According to Mexico News Daily (2017), “One key modification to the education system is the granting of managerial and study plan autonomy to individual public schools, allowing for greater participation by parents in determining what subjects are to be taught” (para. 6). In this case, parents will know what their children are studying as well as following step by step the modifications education would have.

Furthermore, the creation of SIGE aims to take advantage of the technological resources in order to reduce administrative duties. Gobierno de México (2018) says that a few years ago, SEP was the only institution in charge of assessing the Mexican Educational System. However, it was until 2002 when INEE started supporting other institutions in matters of educational evaluations. This institution has to be reinforced in order to work on its own with independence when making decisions related to schooling measurement. Hence, power decentralization continues being a key point in the implementation of this reform. Unfortunately, no changes have been seen after the implementation of these reforms, seeing that institutions such as SEP and SNTE are still deciding education’s future.

The creation of the National System of Educational Evaluation acts like an instrument to improve quality in education in order to enhance the educational process and results (Gobierno de México, 2018). Additionally, the journal Mexico News Daily (2017) says that “The country’s educational model, from preschool to preparatory school, has been updated, paring back the volume of content, favoring comprehension over memorization in language and mathematics and designating classes of English and social and emotional skills as obligatory” (para. 2). Thus, the Government tries to fulfill this objective with the development of communicative and practice activities. Also, if the objective is added to the help institutions

such as the National System of Educational Evaluation are supposed to provide, then, the development is expected to be reached.

The Undersecretary (2014) said that the reform is mainly dedicated to develop communicative skills that includes a foreign language, in this case, English. Furthermore, it includes mathematics, ethics, civic, and the examination of the natural and societal world. In like manner, the growth of emotional skills and the implementation of corporeal and creative education will complement the educational reform (in Mexico News Daily, 2017, para. 12). Thus, the implementation of English learning, artistic education, and the development of communicative skills are signs of future improvement in quality education.

In like manner, the Educational reform includes transparent, objective, and fair teacher evaluations. In order to identify the capabilities a teacher must have; an objective and useful evaluation will be created. (Gobierno de México, 2018). This reform is not only focused on making changes to the curricula and to the decision-making, but to teacher's knowledge and strategies to teach.

The last change has to do with the strengthening of equity and inclusion. In words of Gobierno de México (2018) programs such as *Escuela Digna*, *Escuelas de Excelencia para Abatir el Rezago Educativo*; *Escuelas de Tiempo Completo*, *Inclusión y Alfabetización Digital e Inclusión y Equidad Educativa* (Dignified school, Schools of Excellence to Fold Educational Lag; Full-time schools, Inclusion and Digital Literacy and Inclusion and Educational Equity) are based on inclusion values and equity thanks to the work made to enhance education rank. Thus, new modalities are being implemented in the Mexican Education System. Nonetheless, it is a matter of time to see the success of this implementation, when the already known modalities still have problems related to quality and equity.

As a conclusion, the new educational reform implemented during the 2012 - 2018 term can be summarized in the following points:

- “Schools to be the center of the Educational System.
- To dignify school infrastructure.
- Teachers’ profesional development.
- To review plans and programs.
- To strengthen educational equity and inclusion.
- To link education with the labor market more effectively.
- To undertake an administrative reform to have a more efficient and transparent system” (Gobierno de México, 2016, para. 2-8).

The Educational reform has had a huge impact on Mexico’s Education due to it had been more than 50 years without implementing an actual change in education.

Mexico needed a modification in education because “Mexico is dead last in educational standards as measured by the Organization for Economic Cooperation and Development, yet spends more on education than any other member country” (Mexico News Daily, 2017, para. 15). Even though the reform was implemented a year ago, changes in education are expected to be measured in 10 years (Mexico News Daily, 2017, para. 14). It is true that 10 years is a lot, and probably, this reform could or could not work. Nevertheless, after many failed attempts, Mexicans are not expecting positive results from this implementation.

2.2 National English Program in Basic Education

The *Programa Nacional de Ingles en Educación Básica* (PNIEB), or National English Program in Basic Education (NEPBE) by its name in English, “had its origins because of the accepted proposals during the *Plenarias del Consejo Nacional de Autoridades Educativas* (CONAEDU) ordinary meetings, which were celebrated in 2007, 2008, and 2009 respectively” (Garcia Martinez, Martinez Guevara, and Killian Reyes, 2014, p. 470). It was first piloted in 2009 (Vanguardia, 2015). It belonged to the Comprehensive Educational Reform which took place

during the same term (Alcántar Díaz, Navarro Tellez, and Moreno Villalbazo, 2014); having as main purpose the implementation of English in SEP's basic education curricula.

Having regard the importance and impact English language has not only in America, but over the world, SEP (2011) stated that

“The contemporary society, predominantly governed by information and communication technologies, requires citizens with the competencies needed to insert themselves within a globalized changing world. Basic Education is responsible for providing students with the opportunity to develop these competencies. Thus, in order to accomplish the aforementioned, it assumes the need for students to acquire some fundamental skills, such as the use and command of these technologies and the command of at least one non-native language” (p. 58).

Considering the importance to learn a foreign language, as well as the role globalization has in today's world stated by SEP, it has been more than a decade that English was implemented in Mexican students' curricula, preparing them for being accustomed to the use of technology along with the use of a non-native language.

As in all, the implementation of a program had to be well cemented in order to meet the goals it is proposing and aiming to achieve. In this case, “the NEPBE adopted an educational model based on competencies (SEP, 2007), and its foundations lie on social practices which were based on Vygotsky's (1995) socio cultural theory” (Alcántar Díaz, et al. 2014, p. 25), demonstrating that, the focus of this project consisted of developing interpersonal abilities not only in the knowledge a language, but how to use it with others.

The National English Program in Basic Education wanted Mexican students to be well prepared for the future in order to guarantee them a better life. Taking into account the previous statement, the Subsecretaria de Educación Básica (2011) said that “The proposal of the National English Program in Basic Education (NEPBE) considered the need to provide high quality English language classes to all children in the public school system in Mexico” (in Rangel de

Jesus, 2011, p. 38), making a fact that through the implementation of this program, every single Mexican student would have had a respectable upcoming.

Thus, according to Rangel de Jesus (2011), this program aimed to give the opportunity to start learning a second language to Mexican students at an early age, which embraced the ease of learning, familiarization with foreign cultures, and equity in matters of chances by providing an English program in basic free education which follows and covers the Common European Framework of Reference levels. As a consequence, the implementation of NEPBE showed the facility Mexican students have to learn English to an accepted level around the world.

The NEPBE was implemented in order to promote English language Teaching and Learning in Mexico. Hence, Garcia Martinez et. al (2014) state that

“With the purpose of instrument the different actions which make possible the articulation of English teaching, the Secretariat of Public Education start up the National English program in Basic Education, from which study programs for the three basic education levels are derived from the national and international standards alignment and homologation, the determination of criteria to teachers’ formation, as well as the establishment of guidelines to the educational materials creation and assessment to English certification and domain” (p. 471).

As a deduction, SEP, apart from being in charge of managing how this program works, it assessed the materials, contents, and teachers which and who take part in this project.

Additionally, the *Subsecretaría de Educación Básica* (2007) recognized the necessity of implementing English in Mexican basic education by saying that by introducing and making adjustments to the basic education’s curricula, at the end of Secondary school students would have been able to develop multilingual and multicultural abilities to overcome communicative conditions a globalized world could ask for (in García Martínez, 2014, p. 472). English teaching not only depends on implementing the language in a curriculum. It is necessary to consider that

teaching a language does not consist of teaching grammar, but of making students develop the necessary abilities to use it appropriately.

NEPBE's curricula was designed and divided according to the basic education's levels (Kindergarten, Elementary school, and Secondary school). In order to clarify this, SEP (2011) explains that NEPBE was systematized by cycles, due to it pretended to give stability in the different levels of Basic Education. Then, Cycle 1 included from 3rd grade of Preschool to 2nd grade of Elementary school. Cycle 2 encompassed until 4th grade of Elementary school. Cycle 3 comprised 5th and 6th grades, finishing Cycle 4 with the 3 grades of Secondary school. Thus, and so, SEP's project affirmed that during a period of 10 years, the cultural and oral knowledge a Mexican student would have acquired, was going to be enough when putting it into practice in real life situations.

The aforementioned states that NEPBE consisted of four Cycles. The first Cycle was related to interaction and adaptation, having as a main purpose to get students used to have societal exercise by using English language (SEP, 2011). Thusly, Cycle 1 was focused on developing basic social speaking abilities that are the key points a language student is aiming to achieve when learning a language. Furthermore, SEP (2011) clarifies that Cycles 2, 3, and 4 comprised the second phase of this program. This part, had as a purpose the formative teaching of the foreign language. Then, students would have been able to make use of the language effectively, as well as using it in real-life situations using different language skills. Like this, Cycle 2, 3, and 4 were aiming to expand students' abilities to perform in specific situations that require more aspects related to language speaking ability such as naturalness, fluency, and pitch.

As mentioned in the previous discussion, this program was based on CEFR, and, it pretended to reach B1 level by having English classes for three hours a week (Vanguardia,

2015). According to the Council of Europe (2014), a person who has achieved B1 English level is an independent user who

“Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans” (Table 1).

That means that at the end of Secondary school, a student would have been capable of carrying out almost any situation in the second language.

The National English Program in Basic Education is a national program that supported the implementation of English language teaching and learning in basic education curricula. It was created with the purpose of providing a high quality second language education to Mexican children and teenagers from five to fifteen years old. The NEPBE aimed to train and prepare these students for a globalized world where speaking English is crucial for having a better life. And, through the use of appropriate materials, assessment of contents, the socio-cultural approach, and well-prepared and experienced teachers, the program will create the best conditions so that it can equally work in basic education schools.

2.3 Secondary Schools and English Language Education in Mexico

“In order to characterize Secondary school, it is necessary to recognize education as a fundamental human right, and a public welfare that allows the assurance of other rights, and the school as the location that offers formative essential experiences that serves to the individual and social development of the people” (SEP, 2011, p. 10).

Mexican Secondary Education is the last part of obligatory Basic Education, which is composed of three different levels. The first level is Preschool that comprises three years. The second one is Elementary School that comprises 6 years. The last one is Lower Secondary School that comprises three years, having a total of 12 years studying Basic Education (Zorrilla, 2014).

According to Zorrilla (2014), “It had its origins during the 19th century, as it happened in most of the countries in Latin America. Nevertheless, it was included in the Mexican Education System until 1921, after the Mexican Revolution” (para. 2). Thus, this kind of education has two centuries of existence, and, with this, changes and the inclusion of new modalities have taken place. In addition, Gobierno de Mexico (2015) states that “Lower Secondary School has been basic and obligatory since 1993” (para. 3). That means that this educational modality has existed in the Mexican country for almost a century, which indicates that it has suffered different modifications during its existence.

In Mexico, the 3^o constitutional article states that basic education must be free and obligatory (Constitution of Mexico, article 3^o). To clarify this, SEP (2011) affirms that the State in collaboration with the National Educational System must guarantee Mexicans the possibility to receive education, as well as reaching basic education timely and in due form, so that people have applicable knowledge for their lives. This is the reason why Basic education is crucial to Mexican Education. Owing to this education provides students the basis to create their future; it gives them the elements necessary to start creating step by step their upcoming in real-life.

Each step of Mexican education has a purpose on students’ lives. In like manner, when studying this phase, students are going to be able to develop abilities which will help them in real life situations. Gobierno de Mexico (2015) affirms that “students who graduate from Low Secondary School have the capacity to reflect and analyze, they exercise their rights, produce and interchange knowledge, and take care of health and the environment” (para. 2). Then, at the end of this educational step, adolescents are capable of making decisions and being responsible for the consequences they may have.

During Lower Secondary School, students turn into adolescents, that is why this modality was created, to solve people’s necessities. “Nowadays, Lower Secondary School

emerged as a strategic level to guide the new direction of the National Educational System according to people's necessities that must attend and the quality requirements that it must cover" (Mirnada and Reynoso 2015, p. 1428). Like so, Lower Secondary School was the result of the solution to people's needs as well as the way to change and improve people's lives.

Currently, Mexican education has gone through a huge change due to the Educative Reform that was applied during the last Government. Even though it was implemented with the purpose of carrying out positive changes in education, the lack of strategies and plans that this reform owns has, as a result an educational regression. According to INEE (2012), "the teaching and learning opportunities offered by the educational system are markedly unequal, always in demerit of the most vulnerable populations" (p.5). This assures that even though the Mexican Constitution establishes and upholds education, it has not been possible to provide a quality education to the Mexican society, what does not allow Mexicans to enforce their rights.

It is true that the Mexican Education System has applied reforms, strategies and programs which try to change education's situation, having as purpose equity as well as the validation of this right. Nevertheless, Ornelas (2002) establishes that the state created programs with the goal of countering inequity issues... Nonetheless, these changes have been applied to urban schools located in large towns instead of applying them to countryside and susceptible areas.

Even the creation of these programs pretends to eradicate inequality through the distribution of resources, materials, and opportunities in vulnerable areas, it is ironic that they are mainly applied in urban areas where it is not needed, where education is good, where the educational right takes place. This only makes the problem bigger instead of getting rid of it due to it erases hundreds or even millions of Mexicans' hope, who leave school at an early age in order to get a job.

SEP (2011) defines Lower Secondary School as the third step in Basic education where teenagers acquire and develop tools and competencies to learn day after day. Then, the role of Lower Secondary Education consists of preparing Mexican teenagers to face real life situations in the most appropriate way by providing them the knowledge necessary to do it. The association called World Education Services (2016) says that “lower secondary education is three years in length, and runs from grade seven through grade nine... General admission requirements to lower-secondary school include completion of primary education and in some cases entrance examinations” (para. 26 & 28). This indicates that the only requirement to be enrolled at secondary school consists of finishing elementary school, and possibly the application of a general knowledge exam.

According to the blog StateUniversity.com (2019), Lower Secondary School curricula stress

“The need for students to sharpen their Spanish language oral and written abilities. At the same time, mathematics is also given great attention. Secundaria students spend an average of five hours per week in language-related instruction and the same number of hours in math. First graders in lower secondary are also required to take a course entitled physics and chemistry. In the second and third grades, physics, chemistry, and biology are taught as separate courses. A further emphasis in lower secondary education is the learning of a foreign language, usually English or French. Other courses include artistic expression and appreciation, physical education, and technological education” (para. 2).

This means that the goal of Lower Secondary School consists of complementing and enhancing the knowledge acquired by students during elementary school. In addition, as it was mentioned in the previous discussion, in this educational stage, students are being prepared for real life situations through different workshops.

Furthermore, WES (2016) says that the subjects already mentioned may be complemented by crucial content related to the local area. Nevertheless, this is decided by SEP. Taking into consideration the previous discussion, Lower Secondary School curricula includes some of the main subjects studied in elementary school, for instance, Spanish and Mathematics.

In like manner, it adds subjects that are the continuation of subjects studied before, such as Biology, that is the continuation of Natural Sciences. Moreover, it includes new subjects as the case of English and Arts.

2.3.1 Modalities of Secondary Schools

According to the blog Schoolaro pro (2019) “Education at state schools is free” (para. 2), which respects what states the article 3° of the Mexican Constitution. Nevertheless, there are different Lower Secondary modalities where a student can enhance his/her knowledge. Roque (2015) says that there are five modalities where students can get enrolled at: Escuela Secundaria Técnica, Escuela Secundaria del Estado, Escuela Telesecundaria, Escuela Secundaria General, and Escuela Secundaria Particular.

2.3.2 Escuela Secundaria Técnica

In words of the Gobierno de México, (2015), the *Escuela Secundaria Técnica* aims to give students social, scientific and creative formation. In addition, it makes use of technological education that provides students the tools to receive knowledge and skills so that they can be able to help and participate actively in the country’s development. Then, it is clearly seen that Escuela Secundaria Técnica makes use of technology so that students can get used to it as well as be able to apply it in real world situations. Besides, Roque (2015) mentions that students have eight classes per day, which length 50 minutes. At the end, “the student graduated from this modality obtains a diploma that endorses his technological activity” (Gobierno de México, 2015, para. 8). Hence, as its name says, this Lower Secondary modality works with technology in order to prepare students for the work world.

2.3.3 Escuela Secundaria del Estado

The second modality is Escuela Secundaria del Estado. This school is characterized because of academic aspects inasmuch as a different teacher is in charge of teaching a specific subject. In

addition, during the first- and second-year workshops such as dancing, music, drawing, cut, and confection, and carpentry are implemented in the curricula, and in the third year, computing is taught. As it is in the case of *Secundaria Técnica*, classes' length is 50 minutes (Roque, 2015). In this modality, students are developing abilities that are related to their linking with the purpose of being able to get a job after finishing Lower Secondary School.

2.3.4 Escuela Telesecundaria

The third modality is *Escuela Telesecundaria*. According to Roque (2015) *Telesecundarias* are just for teaching in rural areas, and considering the bad conditions of infrastructure, and services, they are influenced by the social context where it is located. In addition to what was said in the previous paragraph, SEP (2015, para. 10) states that *Telesecundarias* “make use of electronic and communication devices (television, videos, and satellite signal). There is a teacher per group that facilitates and promotes the learning of different subjects and it provides didactic support to students”.

This kind of schools is found in marginalized areas where *General* and *Técnicas Secundarias* cannot be set up because of economic implications. Also, the teacher in charge of the group works with videos and a television in order to provide and share the knowledge to students. It is important to mention that the poor education that Mexican students receive does not depend on them, but on the bad administration and lack of importance demonstrated by SEP and educational administrators, assuring that the opportunity to receive a good education only take place in privileged schools, normally located in urban areas, which take advantage of the unequal situation and steal opportunities to lower resources students.

2.3.5 Escuela Secundaria General

The fourth modality is *Escuela Secundaria General*. Roque (2015), says that this modality can be compared to an *Escuela Secundaria del Estado*. In matters of subjects and workshops the

curricula is the same. Nevertheless, in this type of Secondary School, students change from classroom to classroom. In other words, students have to go to the teacher's classroom in order to have that class, and as mentioned in Escuela Secundaria del Estado, the workshops are preparing students to face different situations that could face outside the school.

2.3.6 Escuela Secundaria Particular

Finally, the fifth modality is Escuela Secundaria Particular. Before explaining this type of school, it is important to mention that the four modalities explained before belong to public Education. Then, as its name says, this Secondary School does not belong to the public education, meaning that students enrolled at this sort of schools have to pay for studying in that school. Normally, the payment students enrolled at this type of schools have to do in order to receive education is done monthly. The payment depends on each school and considers aspects such as extra languages teaching, workshops, and school's prestige.

Roque (2015) says that this kind of school is similar to an Escuela Secundaria del Estado, but because of the resources these schools have, students can study more languages and workshops even though the curricula is the one that SEP states. Thus, the level reached by students enrolled at this type of schools is higher compared to any of the other Secondary School modalities. Nevertheless, it makes clear that people who do not have the resources to pay for a high-quality education have to be satisfied with the poor education they receive because it is free and they cannot afford private education even, they would like to.

In the previous discussion, that includes the three previous subtopics, the role English language Education has in Mexico was addressed.

“A 2015 study by the British Council – *English in Mexico: An examination of policy, perceptions and influencing factors* – found that the size of the English language learning market in the country is approximately 23.9 million people, including every level and type of study from public schools to private institutions

to self-access channels. This is equivalent to about 21% of the Mexican population” (in ICEF Monitor, 2016, para. 2).

Thus, the study made by British Council clears up the importance English implementation has in Mexican Education.

Likely, it was mentioned that the new educational reform implemented the National English Program in Basic Education, whose purpose consists of implementing English in Basic Education curricula, so that Mexican students can have the same opportunities to learn a foreign language, and, with this, being prepared for a globalized world. Then, English language Education in Lower Secondary Schools in Mexico consists of “helping students to get the necessary knowledge to participate in social practices of oral and written language with native and non-native English speakers through specific language activities” (Rangel de Jesús, 2011, p. 39). In other words, English language Education has the purpose of creating students who are capable of performing successfully in the four skills when using English.

In words of Despaigne, (2010) even though a new educational reform was applied, English education is not being as successful as it was expected due to teachers’ lack of didactical teaching and language level. As a consequence, the use of memorization, repetition drills, and rote learning does not improve or enhance the language communicative skills. It is true that NEPBE is well planned and the objectives it wants to reach are very ambitious. Nevertheless, the lack of strategies, techniques, and knowledge applied in the classroom, English Teaching is not as effective and successful as it should be.

English in Mexico is rising. The importance it has not only in Mexico and the United States, but in the world has triggered its implementation in Mexican curricula. The Mexican Government is working with institutions such as the INEE, SIGE, and SEP in order to make the necessary adjustments to NEPBE program and curricula so that the expected goals can be met. In addition to making English learning an opportunity for every Mexican children and

teenagers. There has not been too long since the Educational reform took place. It is just a matter of time to see how this reform is working as well as the positive and negative changes it is making. Nonetheless, after a wait of more than 50 years, Mexican people are hoping to have a huge and positive impact on the future of Mexican Education and the implementation of English in basic free education curricula.

2.4 English at Escuelas Normales

Before going deeper in the main topic of this section, it is important to define what an *escuela normal* is. According to the journal *Semana*, the *escuelas normales* were the first institutions capable of preparing students to be future teachers of Mexico (2017). Then, *escuelas normales* are important to the Mexican country because from this kind of schools, future teachers get graduated. Teachers who are going to teach Mexican children for more than 20 years.

Now, regarding the main topic of the section, thanks to the existent intercommunication, Salazar, Chapa, and Castillo (2017), affirm that

“In the current context, learning English as a second language from basic education is a trend in Latin American countries, which derives from the importance of this language as a lingua Franca. In Escuelas Normales, English is part of the official curricula since 2012, if it had well been considered as an extracurricular subject in the 1997 curriculum” (p. 1)

Even though English has been considered an important subject for SEP, it has been only eight years since this subject has been considered as an official and obligatory subject for these schools. Hence, the aim of *escuelas normales* consists of preparing future teachers who will transmit education. However, English was not implemented until the last decade, which indicates that English has not been taught appropriately for more than 30 years.

In addition to the importance different global institutions have given to English teaching, Muñoz (2015) stresses that English learning and teaching has been transcendent to *Escuelas*

normales due to the *Dirección General de Educación Superior para Profesionales de la Educación* (DGSPE) aims to provide students from these schools the necessary tools for developing the abilities and competences in English teaching. Despite the fact that English has been recently implemented in escuelas normales curricula, it is possible to see that the institutions are very interested in including English in the curricula so that future teachers are well prepared for teaching and transmitting knowledge.

2.5 English Teaching Methods

In words of British Council (2014), teaching methodology is

“A system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learnt (known as 'Approach'). Many teachers base their lessons on a mixture of methods and approaches to meet the different needs of learners and the different aims of lessons or courses. Factors in deciding how to teach include the age and experience of learners, lesson and course objectives, expectations and resources.” (p. 1)

Thus, taking into consideration the statement made by British Council, the use of teaching methodology is crucial for students to have a meaningful learning. This is because of the fact that when making use of it, students' background is considered in order to meet the goals of the language course, in this case an English program.

In the classroom, teachers are supposed to put into practice a language teaching method which is chosen according to the essence of learning a language (Nunan, 2003). Nonetheless, according to Thornbury (2014), if a teacher is asked about the method they use in order to teach a language, it is highly probable to hear that they do not follow a single method. They are accustomed to make use of an 'eclectic' method, which indicates that teacher's combine activities from two or more methods to make students actually learn.

Then, as mentioned in the previous information, the used method completely depends on students' abilities, style, contact, and ease to learn the language. In order to clarify this

information, Richards and Schmidt (2002) state that languages methods emerge from diverse sights,

- a. the nature of language
- b. the nature of second language learning
- c. goals and objectives in teaching
- d. the type of syllabus to use
- e. the role of teachers, learners, instructional materials
- f. the activities, techniques and procedures to use". (p. 330)

After considering the authors' idea, it is possible to see that the teaching methodology not only depends on students' characteristics, but on teachers' position, pedagogy, and techniques to successfully transmit the knowledge.

2.5.1 Types of Teaching Methods

As it was previously mentioned, each teacher makes use of a different teaching method regarding the instruction of students in the classroom. In addition, it was described that teachers can use an eclectic method considering the aims of the course. It is important to mention that there is a broad list about teaching methods. According to the Frankfurt International School (2016), the most popular methods are The Direct Method, Grammar-translation, Audio-lingual, The structural approach, Suggestopedia, Total Physical Response (TPR), Communicative language teaching (CLT), The Silent Way, Community Language Learning, Immersion, and Task-based language learning.

2.5.1.2 The Direct Method

In words of British Council, the direct method was created as a response to the grammar translation. This method follows the idea that the second language can be learnt right in the same way as the student learnt their mother tongue. Students are taught in the target language and there is special attention to oral and auditory skills (2014). In such a manner, the direct method strongly believes in following the exact steps, strategies, and techniques used when the

student was learning their first language while developing abilities in the process of learning the second language.

2.5.1.3 Grammar-translation

For Rahlmi (2014), the grammar-translation method is an old method which purpose consists of teaching a language through the use of translation. It relies on word lists, reading of difficult texts, teaching by using the mother tongue and it has a focal point in morphology and syntax. In this regard, this method makes students learn the language smoothly through the use of grammar and different backgrounds where pupils are capable of learning vocabulary and phrases to use them correctly in those situations.

2.5.1.4 Audio-lingual

Regarding the audio-lingual method, Rahlmi (2017) says that this method is based on the behaviorist theory of language learning. Additionally, the author affirms that this method does not agree with the use of the mother tongue and, as in the direct method, it focuses on speaking and listening skills, however, this method relies on grammar drills. Therefore, the audio-lingual method aims to develop students' productive skills by using the target language from the beginning, so that students get accustomed to use the language.

2.5.1.5 The structural approach

The Frankfurt International School (2016) states that the structural approach, as its name indicates, follows a specific order, in which it is set that the language is successfully learnt if students learn the grammar rules from the basic rules to the complex ones. As indicated in the preceding information, this approach affirms that the language is learnt successfully only if students learn the grammar of it. However, it must be done from the easiest to the hardest grammar rules.

2.5.1.6 Suggestopedia

According to INTESOL (2018), this method is related to the behaviorist theory. Its aim is to help students become responsible for their own learning. This is done by making the students feel comfortable and fearless in a classroom with a good atmosphere. Thus, and so, suggestopedia provides all necessary freedom to students so that they can feel homey in the classroom and with their classmates, so that the language can be acquired naturally.

2.5.1.7 Total Physical Response (TPR)

For the Frankfurt International School (2016), the total physical response completely relies on aural comprehension. It follows a system of commands, where students have to perform the command requested by the teacher. This method assures that the more the learner understands aural language, the better performance they are going to have. For this, thanks to the relationship between listening and execution, students are able to learn the language.

2.5.1.8 Communicative language teaching (CLT)

As its name says, the objective of the communicative language teaching consists of making students able to communicate effectively in different contexts of real-life (INTESOL, 2018). Even so, the communicative language teaching promotes oral communication that prepares students to face actual situations of daily life.

2.5.1.9 The Silent Way

According to Richards (2001), the silent way is a method which aims to make the students produce and practice the language in the classroom while the teacher remains in silence. This method uses color charts and the colored Cuisenaire rods. Thus, the silent way method is focused on students learning, which allows them to practice as much as possible. This method needs specific material so that students master pronunciation and vocabulary.

2.5.1.10 Community Language Learning

In words of INTESOL, this method relies on the communication and relationship between the teachers and the students. The method makes use of the mother tongue with translation purposes, which makes students feel comfortable in class (2018). Then, this method mixes the mother tongue and the second language to make students feel comfortable. In addition, it relies on translation so that pupils can say what they want to, as well as making learning significant for them.

2.5.1.11 Immersion

Immersion is a method where, as its name indicates, students are immersed in the English language. In other words, students receive all the classes stated in the curricula in the target language so that they get used to use the taught language (Frankfurt International School, 2016). Then, immersion trusts the fact that there is no better way to learn a language than impregnating and surrounding the student with the target language.

2.5.1.12 Task-based language learning

This method takes into account students' prior knowledge of the language. When using this method, teachers set a task and students try to complete it without help, just by making use of their English knowledge. Teachers just provide them little corrections (INTESOL, 2018). In this case, task-based language learning allows students to believe in themselves due to this method works with prior knowledge. This motivates students to be responsible for their own learning and eager to learn more.

Regarding the information mentioned above, it is true that there are different methods that aim to develop students' skills in the language as well as to get them accustomed to use the language effectively. The inclusion of methods in daily classes not only needs the appropriate activities for the lesson, but teacher's and students' disposition to make the method work.

2.5.2 Significance of using Teaching Methods

“The importance of carrying out an excellent methodology in English classes is to keep the motivation in the student, encouraging their curiosity and permanence until the culmination of the training levels. For this reason, the English institutes agreed to modify their training plans adapting, in the most practical and simple way, to the needs of the trainees.” (American English Overseas Center, 2017, para. 2).

As it is well-known, one of the purposes of teaching is transmitting knowledge effectively. It sounds like a hard task, but it is not at all thanks to the existing teaching methods. In the previous paragraph, the author mentions that the use of methodology is crucial for students’ learning and improvement. Thus, the information assures that teaching methods help teachers to maintain students’ interest in learning and enjoying their English lessons. In this way, methods allow the fulfillment of their own purpose, achieving a meaningful learning.

Methods were designed to develop and work with four different skills, known as SWRL (Speaking, Writing, Reading, and Listening), and currently, it is still aimed. For this, teaching methods are still alive, because, through practice, insertion, and adoption of the language, pupils can have huge advances in a short period of time (American English Overseas Center, 2017). Then, there is no better way to realize that teaching methodology is decisive for an effective teaching and learning of English. It is marvelous how methodology impacts on actual language learning results, not only in the development of abilities, but in the way, students experience the learning of a new language.

2.6 English techniques and interactions in the classroom

2.6.1 English techniques in the classroom

Teaching techniques are methods used by teachers so that students are able to better understand what the teacher is teaching. Nowadays, it is highly probable to find some issues when teaching English, however, in order to fulfill the course aims profitably, it is crucial for teachers to make use of teaching techniques in the classroom. Current techniques are not the same as the ones

used many years ago due to techniques change through time. For this, it is the teachers' job to select the most appropriate strategies and techniques for students to learn. (Treska, & Kadiu, 2016). Thus, the previous information stresses the importance of applying English teaching techniques in the classroom. They are important thanks to the help they provide to accomplish the objectives as well as helping teaches and students to teach and learn respectively.

According to Greive (1992), these are the techniques of effective teachers:

- “They establish good control on the class. They know exactly what to do at the right moment.
- They do things right, which means they pay sufficient attention to the whole class, concentrate on every student who is speaking and clarify any misunderstanding that may occur during the lesson.
- They have positive expectations from all students.
- They establish good classroom management techniques.
- They work in cooperation and learn from colleagues.
- They design lessons for students.
- They realize that teaching is not a private practice.
- They are flexible and adaptable.
- They understand the process of learning.
- They teach with proven research – based practices.
- They know the difference between an effective teacher and an ineffective one.
- They use attentive materials.” (in Treska, & Kadiu, 2016, para. 3).

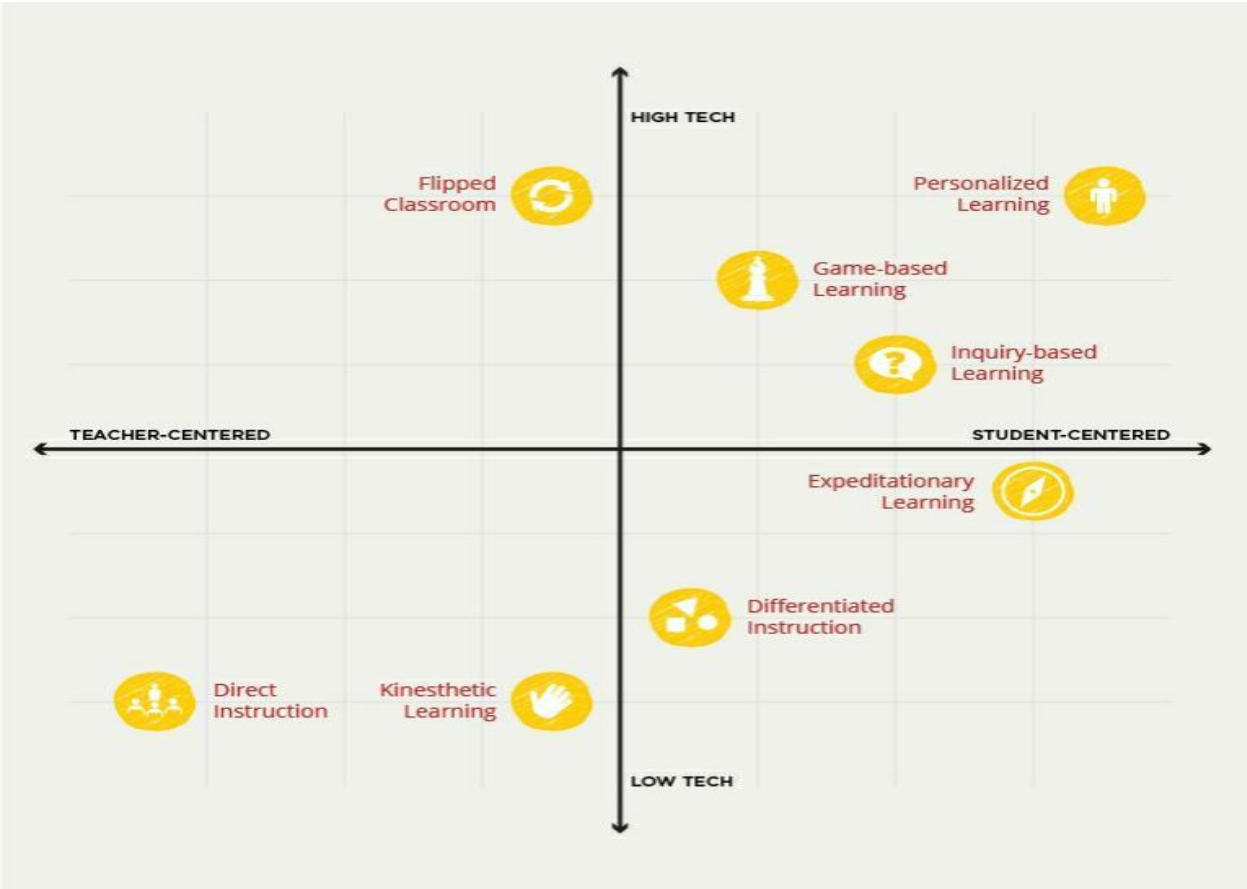
Thus, and so, summarizing the 12 techniques proposed by Greive, most of them talk about the adaptability teachers have when facing an unexpected situation. In addition, those techniques describe a committed teacher who is ready to give a class with the appropriate materials and activities. Besides, an effective teacher understands that each student is different nonetheless, he is always providing students feedback in a positive way and he does not follow a centered-teacher approach. In other words, an effective teacher looks for accomplishing what it is supposed to, and he is willing to learn from different situations and people.

2.6.2 Types of English teaching techniques

As it was mentioned in the previous subtopic, techniques are used to have an effective class and fulfill what is expected by the teacher and students. In words of the blog TEACH MAKE A

DIFFERENCE (2016) (in capitals in the original name), there are eight types of teaching techniques (see figure 1) which help teachers to conduct and control their classroom as well as having a good relationship with their pupils. Nevertheless, as in all, there are diverse activities, methods, and instructions for each technique that must be applied so that they can be performed effectively.

Figure 1. Taken from Figure 3 Teaching Methods



Teaching Techniques. (Taken from Blog TEACH MAKE A DIFFERENCE)

2.6.2.1 Direct Instruction

For the blog TEACH MAKE A DIFFERENCE (2016), direct instruction is the most known strategy due to being teacher centered and relying on the use of lectures and teacher’s performance, where he can take the role of a formal authority, an expert, or a personal model.

It makes use of passive learning where teachers give very specific instructions and students perform them exactly in the way the command was asked. Hence, this technique is based on the teacher-student model. Teachers are the ones in charge of sharing knowledge and deciding what are the most appropriate activities and topics for students to learn, while students just follow commands and believe what teachers say.

2.6.2.2 Flipped Classrooms

The flipped classroom technique follows a structure in which students work with pre-recorded classes and doing assignments during the class. In other words, students take the lesson at home, and they do the homework at school. This technique allows students to work at their own rhythm. It is based on the teacher's perception about what information students need to learn (TEACH MAKE A DIFFERENCE, 2016). In such a manner, flipped classrooms allow students to be responsible for the timing they invest in learning. They are their own teachers due to teachers just provide the material and students decide when to study it. In addition, students do not have homework inasmuch as they do it at school under the supervision of the teacher.

2.6.2.3 Kinesthetic Learning

In words of the blog TEACH MAKE A DIFFERENCE, the kinesthetic learning technique completely relies on the multiple intelligences approach. Thus, this technique makes students do and perform physical activities instead of using lectures. In addition, kinesthetic learning uses drawing, role-play, drama, and sports as classroom activities. To this extent, this type of technique relies on activities that use movements, active thinking, and real and non-real situations so that students are active the whole class and experience the learning by themselves.

2.6.2.4 Differentiated Instruction

Differentiated instruction technique gives priority to students' needs. It aims to provide children equal access to public education as well as fulfill all sorts of needs students have. "Teachers

can differentiate in a number of ways: how students access content, the types of activities students do to master a concept, what the end product of learning looks like, and how the classroom is set up” (TEACH MAKE A DIFFERENCE, 2016, para. 23-24). As it was mentioned in the previous statement, differentiated instruction consists of providing students all they need in order to understand a topic. In other words, according to what the teacher sees and to students’ progress, the teacher designs specific material to clarify doubts and be able to move onto the next topic.

2.6.2.5 Inquiry-based Learning

In this teaching technique, the teacher only advises and upholds students during their learning process. Teachers can take the role of a facilitator, a personal model, or a delegator. In like manner, teachers motivate students to be responsible for their own learning so that they can have an active participation during their schooling (TEACH MAKE A DIFFERENCE, 2016). Thus, in the inquiry-based learning technique, teacher’s role consists of guiding students during the process of learning. Students are in charge of their learning, so teachers have to give rise to students’ desire to learn.

2.6.2.6 Expeditionary Learning

According to the blog TEACH MAKE A DIFFERENCE, the expeditionary learning, as its name says, is based on expeditions and studies that shock students’ daily lives. This technique aims to prepare students to solve issues that could happen in real-life (2016). In this regard, expeditionary learning has the purpose of getting students ready for situations that they could live in the future. Due to the language is going to be used to communicate, teachers want students to be able to manage any situation when using the target language.

2.6.2.7 Personalized Learning

The essence of this technique consists of designing specific plans for students according to their necessities, desires, and objectives. Feedback is crucial when using personalized learning due to students only move onto the next topic when they have mastered the previous one (TEACH MAKE A DIFFERENCE, 2016). As its name indicates, personalized learning just allows teachers to work with a student per time. This situation permits to reach the goals every student has. Plans are designed individually according to a student needs and providing feedback is very important for students' learning.

2.6.2.8 Game- based Learning

“Game-based learning comes from the desire to engage students in more active learning in the classroom. Because they require students to be problem solvers and use soft skills that they will need as adults, games are a great way to encourage a “mastery” mindset, rather than a focus on grades. In a game-based learning environment, students work on quests to accomplish a specific goal (learning objective) by choosing actions and experimenting along the way. As students make certain progress or achievements, they can earn badges and experience points, just like they would in their favorite video games” (TEACH MAKE A DIFFERENCE, 2016).

Thus, and so, the game-based learning technique works with the use of games in order to reach a learning goal. The use of games as tools allow students to enjoy the class, have an active participation, and actually learn without realizing it.

Even though planning activities for this technique takes longer than planning a common class, it is worth thanks to the effectiveness of its nature. It motivates students, gets pupils involved with the lesson, and has a meaningful impact on students' learning.

After taking a look at the most known and used English teaching techniques, it was possible to realize that there are different ways to teach effectively. It is just a question of being interested in preparing a good class for students, taking pupils' interests and objectives into account, and understandings that teaching is not only explaining something, but making a positive impact on students' lives.

2.6.3 Interactions in the classroom

“Gone are the days when the teacher was considered the sage on the stage whose job was to fill students’ heads with knowledge. Learners are not recipients to be filled, but humans with their own personal needs who want to initiate their own learning and develop their skills in a threat-free environment. This shift in perspectives has its manifestation in the classroom. Classroom interaction has become of paramount importance in the teaching and learning process” (Rahmi, 2018, para 2-3).

As Rahmi states in the previous paragraph, there is no learning without interaction and even more, when it is talked about learning a language. For this, the interaction in the classroom is crucial for students to practice, make mistakes, realize them, correct them, and practice again so that students can develop their abilities in the use of the language.

2.6.4 Types of classroom interactions

2.6.4.1 Frontal

In this type of interaction, the teacher works with the whole group at the same time. It relies on teacher-centered and, of course, students do not have an active participation and interaction due to the lack of opportunities they have to talk in class. Frontal interaction works with memorization. (Starc, Rodica, and Konda, 2014). The frontal interaction does not promote the active participation among students. Teachers just have the right to talk and if indicated, students can participate. Moreover, due to it works with memorization, the way in which students must learn is the same.

2.6.4.2 Group form

As its name indicates, during the group form interaction, the class is divided into several teams so that students can do a task by sharing ideas. In this case, the teacher works as a supervisor because he corrects mistakes, motivates students, and controls the class while the teams work independently. (Starc, et. al, 2014). Then, the group form interaction is used with the purpose

of sharing knowledge among students. This kind of interaction serves for students to clarify doubts, understand better a topic, and develop communicative skills.

2.6.4.3 Pair work

This kind of interaction is used when it is required by the nature of the task. Pair work serves for learning new vocabulary, practicing, identifying mistakes, and mastering a topic. It promotes mutual support. (Starc, et. al, 2014). As indicated in its name, when using this kind of interaction, it is needed for two students to work. Its objective consists of reaching a goal or a specific task through the communication, agreement, and work between two students.

2.6.4.4 Individual form

Individual form promotes critical thinking and apart from developing learning abilities, it works with students' personality, and independence. During individual form interaction, the teacher works with one student at a time so that students can reach an object on their own. (Starc, et. al, 2014). In this manner, individual form interaction allows the student to be able to realize and discover different aspects that he does not see in class. This permits the improvement in students' learning because this kind of learning is meaningful for them.

Despite the fact that these four different types of interaction in the classroom seem to be different, they all promote students learning. It is true that some interactions are not the best option when teaching certain activities, but what is crucial is the inclusion of any of these interactions so that students are able to practice, develop, and get used to the language in use. Finally, it depends on the student's intelligence, likes, objectives, personality, and nature of the task is the type of interaction used in class.

2.6.5 Significance of using English techniques and interactions in the classroom

According to British Council (2016), learners need to practice as much as possible if they are to be successful. Interaction through pair and group work maximizes the opportunities to practice as more learners speak for more of the time (para. 4). Considering the previous statement, students need to practice the language, and there is no better way to do it than through interaction. By putting into practice this technique, students are able to lose the fear of making a mistake, this will definitely help the pupil to be sure of using the language even if he is not a native speaker.

For British Council, there are three aspects that are positive for students if interaction and techniques are implemented in the classroom, they are collaboration, socialization, and motivation. As mentioned in the previous information, the use of techniques improves and promotes students' language abilities as well as social skills. Moreover, through the use of these techniques, students are able to realize the progress they have had through time. Thus, this motivates them to learn more, correct what is wrong, and fosters their desire to be better (2016).

When talking about teaching, it is impossible to not realize the important role teachers have. For this, teachers must be able to deal and manage certain situations which do not allow students to feel free and comfortable when applying the aforementioned techniques and interactions in the classroom. For example, students' resistance, lack of motivation, and self-consciousness. In addition to those issues, teachers must adapt the activities taking into consideration the length of the class, students' abilities, support, good atmosphere, reasons to interact, modification of activities, and insufficient learning (British Council, 2016). Sometimes, parents, students, and colleagues think that teachers are not capable of dealing with the whole group, but there are situations that are beyond what they can control such as the ones mentioned in the previous statement.

In words of British Council,

“Interaction helps learners develop language learning and social skills and so maximizing interaction in the classroom is an important part of the teacher's role. Interaction will not necessarily happen spontaneously, however, and in my view, it has to be considered before teaching. The approaches suggested above all have this in common - they require forethought and are, therefore, a part of the lesson planning process” (2016, para. 24).

In conclusion, the appropriate implementation of teaching techniques and interactions help student’s development without doubt. Designing a class with the techniques mentioned above is not as easy as it sounds. However, when looking at the results provided by the students after using those techniques, the hard work definitely demonstrates the effectiveness of the techniques. It is a collaborative work between students and teachers, they both have to make an effort and try their best so that the class planning, the activities, and the techniques and interactions actually work.

2.7 Conclusion

Chapter II has addressed topics related to the investigation is being done. Firstly, it was talked about the impact the Educational Reform has had on Mexican education. Secondly, the implementation of the National English Program in Basic Education which took place thanks to the Educational Reform, and as its name says, it includes free English teaching and learning in the Mexican country. In like manner, it was talked about Secondary Schools and English Language Education in Mexico in conjunction with English at Escuelas Normales, where it could be found the actual situation this educational modality is facing toward education and English teaching. Additionally, it was presented the importance methods, teaching techniques, and interactions in the classroom have in the process of learning a foreign language. In chapter III, it will be presented with the methodology, instruments, and participants who and which are going to collaborate to figure out the role English has in Secondary rural education, also known as Telesecundarias.

CHAPTER III

The Methodology of the Study

3.0 Introduction

The purpose of this chapter consists of describing the research methodology this study made use of as well as giving a detailed description of this qualitative case study research, regarding the educational issues in English classes at rural Telesecundarias. This chapter is divided into several sections, addressing the grounded theory. The research design, description of the context, description of the participants, description of the instruments, description of data collection, and, description of data analysis are the issues discussed in-depth in the chapter.

3.1 Research Design

The design of this research is composed by a qualitative approach and a case study method. Denzin and Lincoln (2004), affirm that

"Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena, in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials... that describe routine and problematic moments and meanings in individuals' lives" (in Baboucarr & Soaib, 2014, para. 4).

In addition, as in all processes there are steps which must be followed. Dollinger says that for a qualitative study it is necessary to have a plan, to gather data, to think about the aspects already noticed and not noticed, to analyze the previous information, and to adjust to the plan in order to realize what is known and what is not known (2011, p. 89). Thus, and so, the qualitative approach was chosen to guide this investigation because of the nature of the study. In other words, this investigation follows and fulfills the aspects of a qualitative study. Besides, due to the origin of the research, experiences and people's anecdotes are necessary to obtain actual responses for the study.

Now, regarding the method, Gerring (2004), affirms that a case study is a research method which purpose consists of studying several aspects which will generalize and define cases. In the case of this study, the theme is the educational implications in English classes at rural Telesecundarias, which is a topic that relied completely and followed the case study research approach/steps.

When trying to give a solution to any problem, there is no better way to do it than considering the experience of people who actually face and live the problem. In regard to the fact that this kind of method uses answers, and relies on people's opinions, it is expected to give response to the educational issues in English classes at rural Telesecundarias through the study of human experience. Therefore, the decision of making use of that methodological paradigm was based on the fact that this approach's purpose consists of giving response to the research questions mentioned in chapter I through the actual experiences of people who work and study at a rural Telesecundaria.

3.2 Description of the context

This research took place at a rural Telesecundaria located in Santa Isabel Tepetzala, Acajete, Puebla, México. The *Secretaría de Educación Pública* (2010, p. 6), defines Telesecundaria as

“An educational model which gives education to more than 20% of the students enrolled at schools where social marginalization is high, with only one teacher who teaches all the subjects... The teacher had audiovisual, computer, and print resources which is a support for the teacher when teaching the different subjects”.

Taking into consideration the previous paragraph, it is possible to realize the importance this secondary modality has in Mexico's education, especially where there are economic issues.

In this Telesecundaria, there are 15 groups where there are from 30 to 45 students. Then, it gives a total of 500 students approximately. The majority of the students come from a family with low economic resources. To illustrate the previous sentence, students do not have the

opportunity to have a complete breakfast, take the bus to school, or afford the didactic material asked by the teacher in charge of the group.

The classrooms in this school have two boards, one computer, two speakers, one TV, *Enciclomedia* which was a didactic tool that made use of free books content as well as technological resources in order to make the students and teacher work in a collaborative environment (SEP, 2012), one projector, around 40 desks, one bookcase and, one chair and desk for the teacher. On the one hand, talking about the facilities, it is provided with sports areas, computer room, cafeteria, civic square, and restrooms. On the other hand, the school has electric service, public water service, sewer system, as well as internet service.

Regarding the English classes, taking into account the fact that this is a Rural Telesecundaria school, the opportunities students have to learn English are limited. In this case, there is no full-time English teacher even though students have English lessons twice a week. Thus, this is how English lessons work at the school. An English teacher comes to the school but he is paid per hour. Then, the total amount is divided into the total number of students in a classroom and they are the ones who afford the class.

In addition to the English lessons, even though the school is supposed to follow SEP's curricula, in this Telesecundaria, the curricula depends on each English teacher, the topics, didactic material, and activities used in the class, however, the majority of the teachers follows SEP's curricula. Thus, English classes depend completely on the teacher's decision and experience after assessing students' knowledge and performance.

3.3 Description of the participants

In this study, the sample was drawn from a population of three teachers and three students. The participants in this research work and study in a rural Telesecundaria and have similar

socioeconomic backgrounds. In order to select the sample for the study, its purpose was considered; for this, purposive sampling was used. According to Foley (2018),

“Purposive sampling, also known as judgmental, selective, or subjective sampling, is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their study. This sampling method requires researchers to have prior knowledge about the purpose of their studies so that they can properly choose and approach eligible participants” (para. 1-2).

The information aforementioned indicates that participants were chosen by the researcher's previous cognizance and experience. Hence, the sample was selected according to the study necessities and because they fit the searched profile.

After a meticulous research, participants were chosen considering the aspects mentioned in Table 1.

Table 1. Participants' description

TEACHERS' PROFILE
Work experience
Experience working at Telesecundaria
Experience working at an urban school
Current teaching grade
STUDENTS' PROFILE
Age
Experience studying at a Telesecundaria
Experience studying at an urban school
General experience studying English
English level
Current studying grade
Socioeconomic background

Regarding the previous information, and before giving a detailed description of each participant, it is important to mention that before recruiting the participants, there was a meeting with the Principal of the school in which it was explained the purpose of the study as well as how it was going to work. In addition, all questions and doubts were solved in order to get permission to invite the participants.

On the teacher’s side, the researcher sent them a mail with detailed information about the study in order to invite them to be participants of the study. All them are full-time teachers and fit the aspects mentioned in Table 1. They all have experience working at rural and urban public schools and they have taught English during a period of time in both schools. After receiving a response from the participants, it was possible to get a wide description about their career. A broad participants’ description is presented in Table 2.

Table 2. Teachers' description

TEACHERS' DESCRIPTION		
	Participant 1	Participant 2
Work experience	7 years	25 years
Experience working at a Telesecundaria	5 years	20 years
Experience working at an urban school	2 years	5 years
Experience teaching English at urban and rural schools	7 years	5 years
Current grade teaching	Secondary 2 nd grade	Secondary 2 nd grade

Now, in relation to the students' side, due to they are under-age, the researcher talked to the teacher in charge of the group with the purpose of letting him/her know the aim of the study. In addition, the researcher provided the students an informed consent form for their parents so that they know the kind of activity their children were going to be part of. This form was signed by parents and turned back to the researcher. These participants have had experience studying English at a rural and urban school for the same time and they all are enrolled at the same grade. The description of participants is presented in Table 3.

Table 3. Students' description

STUDENTS DESCRIPTION			
	Participant 4	Participant 5	Participant 6
Age	15 years old	14 years old	14 years old
Years studying at Telesecundaria	2 years	2 years	2 years
Experience studying at an urban school	1 year	1 year	1 year
Experience studying English at urban and rural schools	3 years	3 years	3 years
English level	Medium	Medium	Medium
Current grade studying	Secondary 3 rd grade	Secondary 3 rd grade	Secondary 3 rd grade
Socioeconomic background	Medium	Medium	Medium

Then, a total of six potential participants was chosen because it was adequate enough to provide a good amount of data to give answers to the research questions.

3.4 Description of the instruments

According to Paiva, (2008, p.3), in order to collect data, several techniques can be used: interviews, journals, autobiographies, oral recording, written narratives, and field notes. Considering the previous statement, and, for the purpose of this study, an interviewing method was used. The interviews that were carried out were standardized open-ended interviews. In words of Patton (1990), when using this kind of interviews, the bank of questions is prepared in advance, so that the participants answer exactly the same questions following the order determined in the bank of questions (in Best and Kahn, 1998, Table 8.4). Thus, and so, due to the process of creation of the instrument was the same as the one mentioned before, the instrument used was catalogues and classified within the standardized open-ended interviews. Nevertheless, the interviews included questions of numeric scale.

Firstly, this type of interview was chosen because the method of the study is a case study. Then, according to the researcher's point of view, this was the instrument that fits the best for gathering the most useful, real, and important information for the study. Secondly, interviews allow people to feel more comfortable, due to the instrument aims to gather information about participants' personal experiences as well as opinions, the environment which an interview provides allow participants' answers to not be distorted. Finally, the instruments were validated by the thesis director, and piloted with co-workers before applying it, this way, it was proved that it was the most appropriate instrument for the study.

For this research, two instruments were designed, one for teachers, and one for students (s. It was done in this way because the experiences and points of view of the teachers and students are completely different due to teaching and learning are not the same. On one hand, the teachers' interview is composed of a bank of questions with 15 open-ended questions. It began with questions about participants' experience as a teacher, then it follows with questions about education and English teaching at Telesecundarias and, it ends with questions comparing education at rural and urban schools.

On the other hand, students' interview was designed with the purpose of making the students feel comfortable when answering the questions. It has 12 questions, where there are two questions of numeric scale, and the rest are open-ended questions. The interview began with questions about their experience and points of view of learning English. It follows with questions comparing English classes at a rural and urban school, and it ends with questions about necessities and changes they would apply at their current English lessons.

3.5 Description of data collection

As mentioned in the previous section, this study made use of an interviewing method. Interviews were conducted face to face at the Telesecundaria, and they were audio recorded by using a cellphone. Each participant interview took place in a single session and the interview was made in participants' native language, in this case it was Spanish, this, with the purpose of making the participants feel free to answer, avoiding misunderstandings, and gathering meaningful information for the study.

Before contacting and making agreements with the participants, the research had a meeting with the school's Principal in order to explain the purpose of the study, describe the instrument, and define how it was going to be applied and to whom. After having this conversation, the researcher looked for the best candidates to be participants of this study. Once having an appropriate number of participants who fit the needed profile the best, they were invited to be part of the research face to face. In like manner, it was mentioned that the information provided by the participants was going to be used only for research purposes and their identity was never going to be revealed.

On the one side, about the teachers, they were personally invited and in order to make it formal, an email was sent to them where information about the study was explained as well as how the instrument would be applied. When having accepted the invitation, the researcher

and the participant made an agreement to schedule the interview. On the other side, regarding students, a personal invitation must be done due to they are under-age and the Telesecundaria is the only place where contact between the researcher and the participants exists. First, they were asked if they wanted to be part of the study. Then, if they accepted, the researcher provided an informed consent form so that their parents are aware of their children's participation in the research.

The interview took place at the cafeteria of the school. It was planned to interview the participants at the school's library, but, on the scheduled day, the library was being used for a school's project. As it was expected, there was a lot of noise because students went to the cafeteria in order to buy snacks. In addition to this, teachers decided to work outside during the interviews, thus, there is some interference in the audios.

Before starting the interview, the researcher provided the participants with a chart, where they had to fill the blanks with personal information. There were no issues when interviewing teachers, they just made pauses in order to understand a question. When having the interview with students there were some troubles because they got shy and they were afraid of saying something wrong. For this, the interviewer tried to make them feel comfortable and helped them to understand the questions better through stories or examples, so that they could answer with no restrictions.

3.6 Description of data analysis

According to Kim (2016),

“Understanding qualitative research analysis will greatly inform us, who are about to go into the details of narrative data analysis... data analysis in qualitative research in general is comprised of: examining raw data; reducing them to themes through coding and recoding processes; and representing the data in figures, tables, and narratives in a final research text” (p. 188).

The aforementioned way to analyze data is the most common process followed by researchers even though it could have some changes. First, it is necessary to find important codes for the study. Then, it is important to find patterns in the codes in order to create and define a category. Finally, after finding the patterns, it is possible to create a theme (Kim, 2016, p. 188). To clarify this, Figure 2, taken from the book “Basic Elements of Data Analysis” provides visual information about it.

Figure 2. Qualitative Data Analysis



Taken from Figure 6.1 Basic Elements of Qualitative Data Analysis (Jeong Hee-Kim)

The current research made use of the method called “Imposing a Told on the Telling: Identifying a Story Pattern” when analyzing the output of the interviewees. As its name says, the aim of this method consists of identifying patterns in participants’ responses (Kim, 2016). The recorded audios were transcribed in the language the interview was done and only crucial

information was translated into English. The researcher had to re-listen to the audios several times in order to have the final transcription. Codes were identified while doing the transcription by making notes of important topics for the participants and the study. The collected data was organized in the subtopics mentioned before. Then, they were analyzed, re-analyzed, and interpreted according to the purpose of the study.

3.7 Conclusion

In this chapter, the methodology used in order to answer the review questions and fulfill the purpose of the study was outlined. Firstly, the methodology of the research was described, it was a qualitative case study. Secondly, a discussion about participants and instruments description took place, where a broad explanation about what instrument was used as well as who were the participants was given. Finally, it was described how data was collected and analyzed, making emphasis on the story pattern method and the steps followed to evaluate and interpret the gathered data. Chapter VI will present the results from the instruments applied as well as a discussion which demonstrated that the methodology considered and described in chapter III was followed during the research.

CHAPTER IV

The Conclusions of the Study

4.0 Introduction

This chapter contains the results of the case study theory methodology conducted in order to answer the research questions:

1. What are the educational issues that affect ELT at rural Telesecundarias?
2. In what ways do these issues between rural and urban Telesecundarias can be diminished in order to improve English learning in rural Telesecundaria students?
3. How can ELT be implemented effectively in rural Telesecundarias?

In addition, this chapter discusses the analysis of the qualitative data followed by a description and interpretation of the research findings, regarding the research questions. The process used to analyze the transcripts of 6 individual interviews is described in detail. Finally, chapter IV includes tables, figures, and graphs to present the collected data.

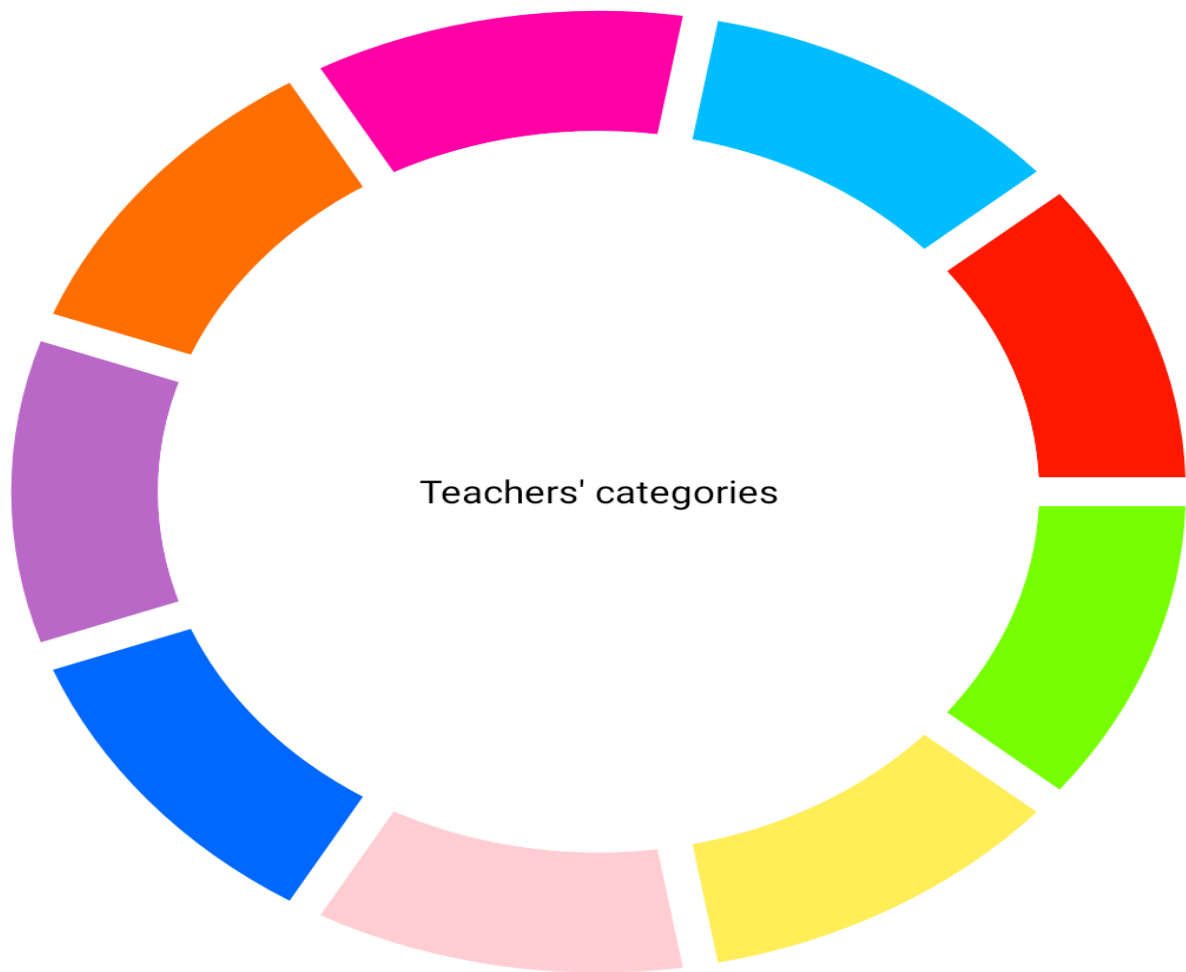
4.1 Presentation and discussion of results

4.1.1 Methods of data analysis and presentation of data

In order to analyze data, the four steps proposed by Jeong Hee-Kim (2016) were followed. These four steps include the identification of codes, categories, patterns, and themes. First, all the interviews were manually transcript and coded. During the coding stage, codes were identified from raw data, and interviews were divided into teachers, and students, this with the purpose of saving time and having two different perspectives. Codes were marked in different colors as shown in appendix E and F.

The second stage consisted of linking codes to create categories. Thus, having coding the interviews, the second process helped the researcher to find categories emerged from the process done in stage one. It was found nine categories on the teacher's side and seven categories on the students 'side. The information provided in the previous paragraph is clarified in graph 1 and 2 respectively.

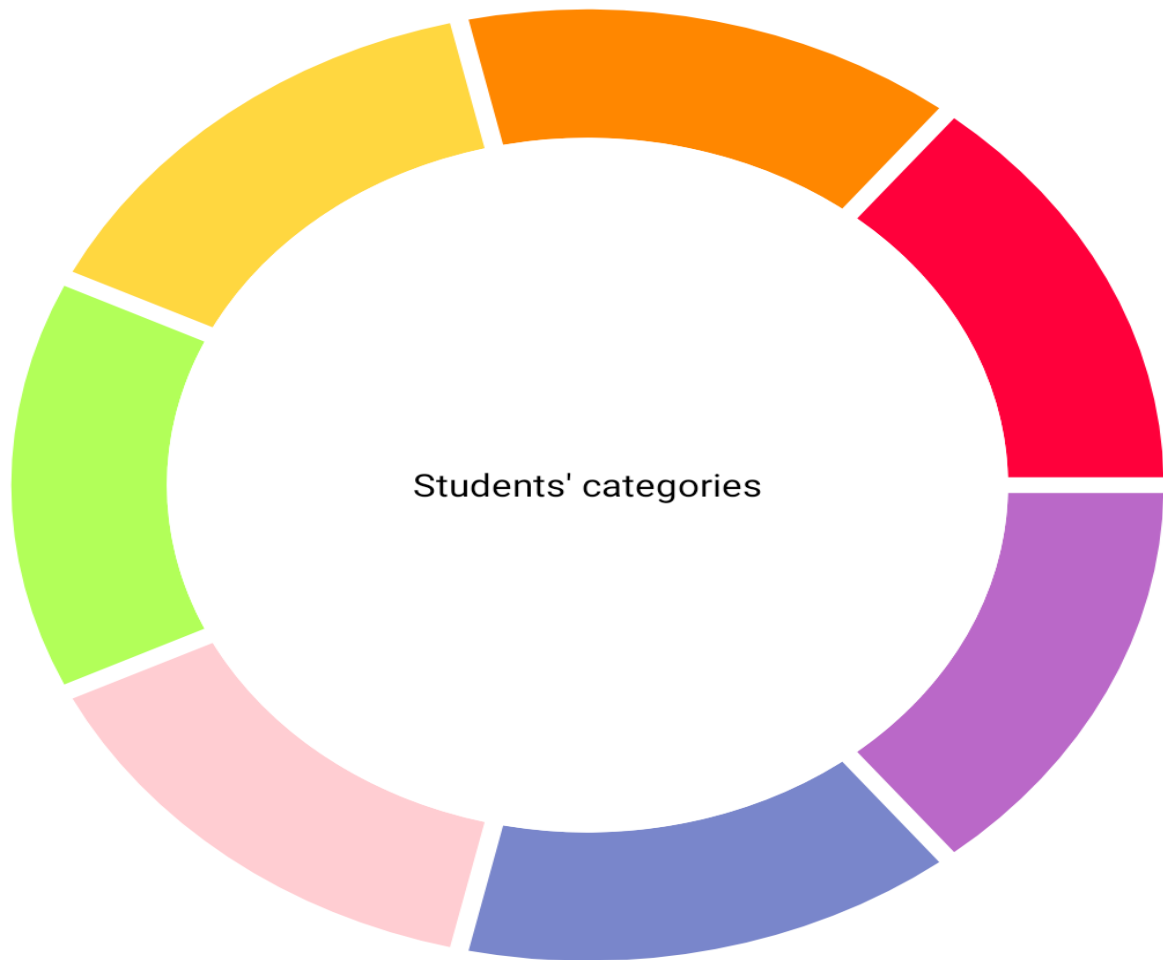
Graph 1. Description of Teachers' categories.



- Low level at Telesecundaria
- Teachers' preparation
- Dinamic learning
- Lessons according to Teachers' perspective
- Modelo educativo and real achievements
- Motivation and students' attitude towards learning English
- Parents and English classes fee
- Opportunities to learn English at a Rural Ts
- Role of the Teacher

(researcher own creation)

Graph 2. Description of Students' categories



- Importance of learning English
- Urban Ts and dynamic classes
- Lack of activities, materials, and preparation
- Teachers' role
- English classes fee
- Rural Ts and better English learning
- English learning at rural Ts

(researchers' own creation)

In the third stage of data analysis, it was necessary to find repeated patterns from the categories. In analyzing in-depth the categories, it was possible to find several units which allowed the identification and creation of patterns. Thusly, patterns were the result of the relationship between codes and categories. The researcher made use of mapping. If there was a relationship between categories, an arrow was used in order to connect them. These results were the beginning of the last stage, themes. Figure 3 and 4 details the information aforementioned.

Figure 3. Description of teachers' patterns

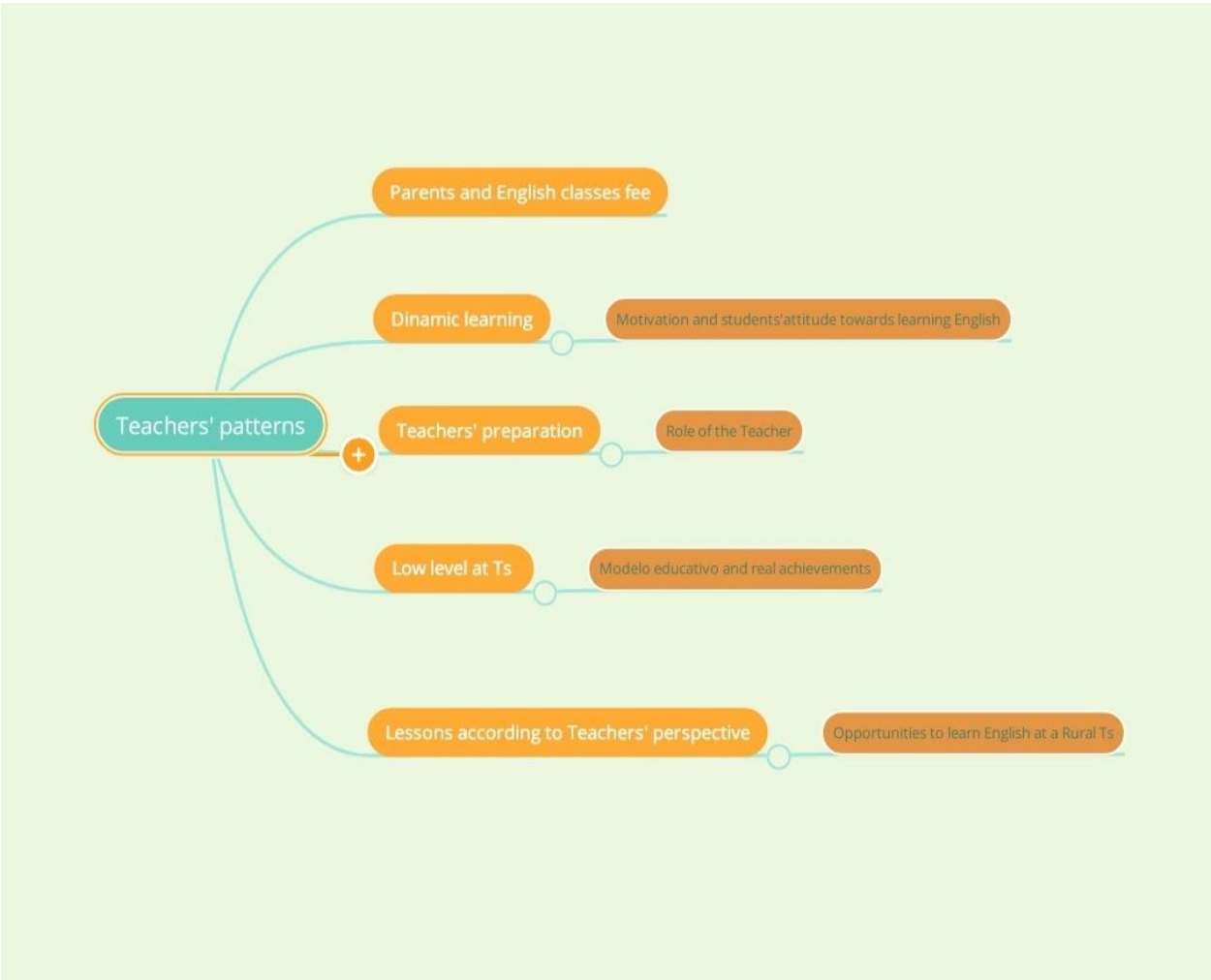
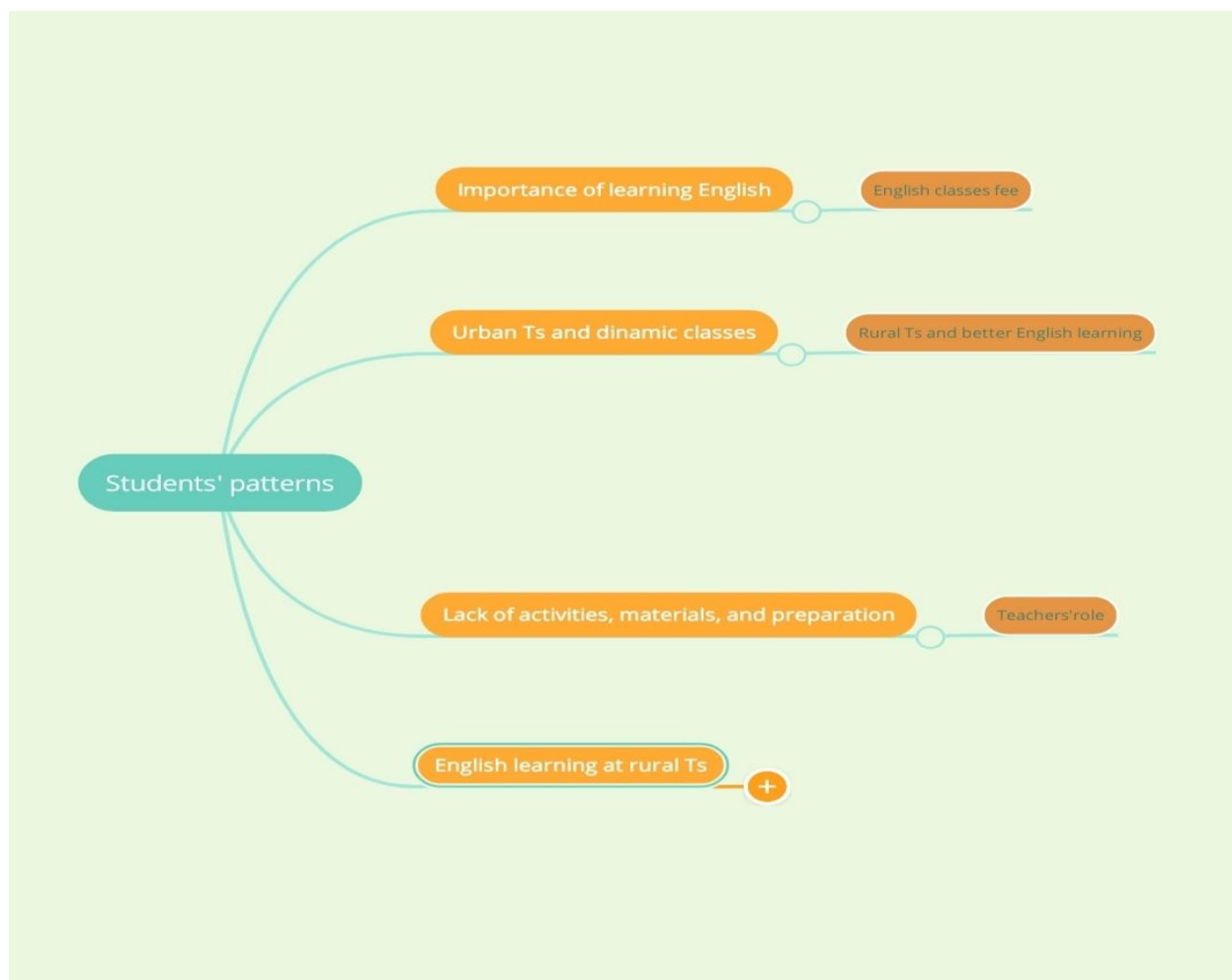


Figure 4. Description of students' patterns



Finally, in the last stage of data analysis, it was possible to obtain the final themes for being analyzed. These themes were the results provided by the patterns and chosen by considering the purpose and research questions of the study. On one hand, at the end of the four stages, a total of four topics were selected for the teachers' side. The topics are:

1. English level at rural Telesecundarias and real achievements according to SEP programs.
2. Importance of Teachers' role and preparation in English classes.
3. Teaching techniques for rural students to have a positive attitude towards English learning.

4. English education at urban and rural Telesecundarias.

On the other hand, on the students' side, a total of three topics were chosen for this study.

The topics are:

1. English education at rural and urban Telesecundarias.
2. Teachers' strategies and techniques for students to have a positive attitude towards English learning.
3. Effectiveness in English learning at rural and urban Telesecundarias.

Each topic has been individually presented in this chapter. The information about each one of them was clarified with the aid of tables, considering the responses provided by participants in the interviews as well as the supportive literature. It is important to mention that in the next section, teachers' themes were first presented, and then, students' themes were discussed.

4.2 Discussion of results

4.2.1 English level at Telesecundarias and real achievements according to SEP programs

As it was mentioned in chapter III, two structured interviews were conducted and designed for the study, one for teachers and one for students. Thus, it is crucial to restate this information in order to have a better understanding of the following information. Having regard to this, the first teachers' theme is presented.

When interviewing teachers, they were asked about education in Mexico, education at Telesecundarias, and the role of English teaching at Telesecundarias. These questions gave rise to the theme titled English level at Telesecundarias and real achievements according to SEP programs. The purpose of this theme consists of identifying the actual situation that rural Telesecundaria students are facing, as well as being able to see beyond what can be seen. In

addition, it is aimed to discover the situations that promote the retrogression in education at this kind of schools. Participants' answers are presented in table 4.

Table 4. Teachers' opinion about English level at Telesecundarias and real achievements according to SEP programs

Participant 1 Mr. Ramos	
Mexican Education	“Mexican education is at a very low level. The used programs are ok, however, there is lack of teachers' preparation so that the programs can be fulfilled at 100%”.
English level at Telesecundarias	“At Telesecundarias, I see that the English level is deficient, the level is very low due to teachers are not specialized in the subject”.
Telesecundaria and SEP programs standards.	<p>“The SEP book we have do not stick to what students actually know. I consider that the level stated by SEP is high. The English level students do not cover the expectations of this material. For this, we have to adapt topics, but in a different way”.</p> <p>“It is supposed that there is a program, and it must be followed, an adaptation is different, but the program has to be followed. Why? Because the institutions or the level at which students aim to be must be covered. If the teacher does not follow the program, the student will have deficient knowledge”.</p>
Participant 2 Mr. Gil	
Mexican Education	“We have a low education level. I believe that belonging to a developing country, the education is in the same condition. I think that we have to invest and bet a lot in education in order to be able to reach de desired standard”.
English level at Telesecundarias	“English level at Telesecundarias is a middle ground because we, as teachers, try our best, and working together with some resources we make the class a bit more dynamic. So, I can say it is medium level”
Telesecundaria and SEP programs standards.	“Currently, the standards looked for the new Modelo educativo state that students must be able to make narrations, descriptions, when they got graduated from Secondary school. I see it as something a bit complicated, but we do what we can.

Therefore, taking into consideration the information stated in table 4, a discussion about Mexican education, English level at Telesecundarias, and Telesecundaria and SEP programs standard is presented. First, both participants affirm that education in Mexico does not provide high-quality literacy because of the economic situation the country is facing and the lack of teachers' updating in matters of teaching. Secondly, regarding English level at Telesecundarias, participants affirm that the language achievement is middle low. This situation is triggered by the absence of specialization in the English subject, as well as the necessary resources for teaching appropriately. Finally, the position Telesecundarias has towards SEP programs standards is not accomplished because the resources provided by SEP do not consider the actual knowledge of the language students have, what becomes this in a complex situation due to teachers must adapt the lessons to students' skills.

In conclusion, it can be inferred that, the current level English has in Telesecundaria schools is under the expectations of SEP and teachers. According to teachers' opinions, it is not triggered by the proposed educational programs, but by the dearth of investigation of rural students' background. Coupled with this, the disinterest shown by teachers in updating, as well as the lack of resources does not allow rural Telesecundarias to reach the standards that SEP established.

4.2.2 Importance of Teachers' role and preparation in English classes

As it is well-known, the role of the teacher when learning a language is crucial for keeping students' interest in doing it and making them learn and acquire knowledge meaningfully. Thus, by considering the previous statement, the second theme was set up. Nowadays, the way in which teachers teach is completely different as the one that was used during the last century. Nevertheless, some professors keep their teaching mentality the same as in the old days, which permits the absence of improvement in rural Telesecundarias students' learning. See table 5.

Table 5. Perceptions of rural Telesecundaria teachers about the importance of teacher's role and preparation in English classes

Participant 1 Mr. Ramos	
Teachers' role in English classes at Telesecundarias	<p>“Integration, the integration of students in the classroom, even integration with teachers. There have been situations where the teacher is reluctant, the teacher does not collaborate... So, get students involved so that they can feel more comfortable, they make friends, that seems to me as an excellent task within the role of teaching”</p> <p>“The main thing in here, would be the teacher. We do not have material, and we have to prepare it, for that, we must have commitment as teachers, if we do not have it, education will remain the same”.</p>
Importance of Teachers' preparation for English classes	<p>“It is the preparation, the updating of a lot of teachers who keep stagnant, so even there are new educational norms and concepts, they cannot apply them and do not cover the 100% of the program”</p> <p>“Teachers are not updated. The education they provide is according their point of view. They see students' qualities and opportunity areas and teachers focus on those aspects”.</p> <p>“In what I most differ is in teachers' updating, in the fact that the teacher actually gets interested in students and not in salary”.</p>
Participant 2 Mr. Gil	
Teachers' role in English classes at Telesecundarias	<p>“Experiences that happen in the classroom are grateful because they helped you as a teacher to modify your strategies, to look for new methods in order to impact pupils' knowledge”.</p> <p>“We can know about their concerns. We can know some problems about them and that help us to focus the learning more. The fact of knowing them more, make this job easy”.</p> <p>“I believe that it depends a lot on the teacher, on what is going to teach, because when you do not impact and motivate students, for some pupils it will be interesting, but the rest will consider it unusual”.</p>
Importance of Teachers' preparation for English classes	<p>“Sometimes, we as Telesecundaria teachers who teach all the subjects can have weaknesses, so there is no better option than the expert comes to supply you”.</p> <p>“As a teacher, in here comes your most important part, what can I do so that students have access to? Well, you look for the resources, the possibilities”.</p> <p>“We, Telesecundaria teachers prepare ourselves a lot, Why? Because we are the ones in charge of teaching all the subjects”.</p>

Thus, and so, taking into consideration the information presented in table 5, perceptions of rural Telesecundaria teachers clarify what actually happens to this sort of communities. On

the one hand, both teachers, the professors' role in English classes are crucial for students to learn. They say that it is teachers' responsibility to make an impact on students' learning, so that students can see the commitment and interest in teachers with the purpose of creating the same values in them. On the other hand, regarding the importance of teachers' preparation for English classes the participants provided two different points of view.

Mr. Ramos' point of view affirms that currently, Telesecundaria teachers are not interested in learning more. They are stocked at the same level they had many years ago. Then, there is a lack of updating and commitment with students. On the contrary, Mr. Gil sees preparation as looking for all the resources so that teachers can have the appropriate material for students to learn. In addition, the same participant considers that all teachers have deficiencies, but it is fair to let the expert teach students what the teacher does not know.

In regard to the previous discussion, it can be concluded that teachers' role is the most important factor in English teaching and learning. The importance of this fact is based on the positive attitudes that students have in the classroom. Additionally, the preparation teachers must have does not only depend on updating, but on demonstrating the necessary commitment and responsibility that implies teaching.

4.2.3 Teaching techniques for rural students to have a positive attitude towards English learning

As it was already mentioned in this study, experts state that teaching techniques are useful tools for students to have better learning and for teachers to call attention in the classroom. To such a degree, the objective of this theme consists of identifying the English teaching techniques that are effective in rural Telesecundaria students' learning. Moreover, it is aimed to look at the results offered by the participants and their experiences when using these strategies. See table 6 for details.

Table 6. English teaching techniques used at a rural Telesecundaria

Participant 1 Mr. Ramos	
Teaching techniques used at a rural Telesecundaria	<p>“Knowing that I can support my students in the aspects I lacked once. I know how the absence of specialized attention feels. So, I consider those aspects and I try to reinforce them or cover them to 100%”.</p> <p>“So, we try to make it more practical, to reach a teacher-friend environment, not a teacher- student environment”.</p> <p>“So, we get students involved so that they can feel more comfortable, and that their friendships grow”</p> <p>“I consider that important aspect is motivation from teachers and from institutions which work for education. I there would be acknowledgements for being a good teacher, for allowing students to participate outside the school and make them win, to implement leadership workshops and others that motivate teachers. A happy teacher is a teacher who works, absolutely”.</p>
Participant 2 Mr. Gil	
Teaching techniques used at a rural Telesecundaria	<p>“Experiences that happen in the classroom are grateful because they helped you as a teacher to modify your strategies, to look for new methods in order to impact pupils' knowledge”.</p> <p>“Over all, I like to inject initiative to students”.</p> <p>“Knowing your students”.</p> <p>“Basically, we at Telesecundaria manage grammar, how a sentence is structured, vocabulary, but we focus more on texts interpretation”.</p> <p>“We make the class a bit more dynamic”.</p> <p>“So, for them it sounds a bit funny the fact of playing an audio, listening to it, and repeating it”.</p> <p>“The motivation that we can inject to students, that extrinsic motivation that we can use to make students interested in learning”.</p>

Hence, the information provided in the previous table, gives a broad view about how English is taught at rural Telesecundarias. Mostly, teachers based their teaching techniques on

motivation, support, and confidence. Moreover, Telesecundaria teachers consider that their classes are dynamic, due to they invest more time in practicing than explaining the topic. In each class what differs according to teachers' way of teaching, is the method or set of methods put into practice.

On the one hand, analyzing the teaching techniques used by Mr. Ramos, it is clearly seen that this teacher is interested in developing the productive skills, especially oral skills. For him, teachers' motivation is crucial for students' learning. This is because if students feel confident and comfortable in the classroom, their participation and development will be successful. On the other side, regarding Mr. Gil answers, for him, the most important aspect to make students learn without barriers is knowing your pupils. This situation allows the creation of a teacher-student relationship which gives rise to a good students' performance.

To sum up, the implementation of teaching techniques in the classroom definitely develops and enhances students' learning, participation, and performance in the classroom. It is true that not all teachers make use of the same techniques, or methods. However, the appropriate inclusion of these tools in English teaching, is a bridge that guides students and teachers during the process of learning, and teaching respectively.

4.2.4 English education at urban and rural Telesecundarias

One of the main purposes of the study is to identify the educational issues of English language teaching at Telesecundarias. Then, in order to do this, it was necessary to include in the instrument questions which allow the comparison between rural and urban Telesecundarias education in the language. The comparison was made with the purpose of recognizing the educational differences in English language teaching, education, and opportunities in these two different sides. In this way, taking into consideration the results obtained from the collected

data, it was possible to identify the factors aforementioned. The information is shown in Table 7.

Table 7. Comparison between ELT at rural and urban Telesecundarias

	Participant 1 Mr. Ramos	Participant 2 Mr. Gil
Similarities between ELT at rural and urban Telesecundarias	<p>“It is the same, absolutely. It can be students with low resources who are willing to study and improve. In like manner, there are students who have lots of opportunities, however, there is no motivation from them. So, opportunities are the same, the support is different”.</p> <p>“It can be inequities, absolutely. However, programs offered by the government are the ones which help schools to protrude regarding to material”.</p> <p>“In here, it is important the role of the teacher, programs are the same for all schools. They are a bit different if it is a Secondary or Telesecundaria. What it is more important is teachers’ updating and the he be more interested in students than the salary”.</p> <p>“Advantages would be the same”.</p>	<p>“I could say that real opportunities are the same because the way in which I interact with a group located at a rural zone, it is the same in an urban zone”.</p> <p>“Education tends to be the same, but it is up to you, as a teacher because you are going to look for the resources or possibilities to make it equal”.</p> <p>“Not only in rural and urban zones, inequity exists everywhere. If you are immersed in a urban environment you are going to find schools that are not equipped, schools that do not have resources, do not have what you need, but, over all, schools do not have what students require to study”.</p> <p>“So, generalizing, I can conclude by saying that for me there is not a limit, something that hinders, on the contrary, I always try to take what I have in reach”.</p>
Differences between ELT at rural and urban Telesecundarias	<p>“I consider that it happens because of support at home. Parents mentality. If it is a prepared parent, he is going to demand the student to get prepared. If parents are not prepared there is not too much support from parent to the student”.</p> <p>“The environment and parents support are going to be an advantage and a disadvantage. The material also has the same position. The important aspect here is the teacher. Due to we do not have material, we have to bring ours. For this, we have to have commitment as a teacher. If we do not have it, we remain the same”.</p>	<p>“Well, maybe I did not mention it before. What I am telling you is my experience as a teacher at different schools. I have worked at schools where we give the English classes. Currently, at this school, I found that English classes are given by specialized teachers. So, I want to tell you that the fee asked for these teachers is covered by parents”.</p> <p>“It is obvious that conditions are different because at an urban zone you can find problems of other issues if you compare them with the rural zone. If we talk about didactic material, in a rural zone you do not find all the technologic resources, but, if you go to an urban zone, maybe you can have a better access to it”.</p>

Thence, looking upon the information presented in Table 7, it was possible to identify similarities in participants' answers. On the one side, discussing similarities, they both affirm that English education at rural and urban Telesecundarias is the same. This is affirmed because they state that educational programs are the same for Telesecundarias no matter if they are located in a different zone. Besides, participants said that the fact of saying rural or urban Telesecundaria means that the schools are well-equipped, both kinds of schools have lacks and resources as well. Finally, Mr. Ramos and Mr. Gil assure that opportunities in education and English learning are the same, what is different is students' and teachers' position and attitude towards learning and teaching.

On the other side, referring to differences in ELT, participants talked about four different topics: Parents' preparation, parents' support, English classes fee, and access to didactic material. Mr. Ramos said that parents' preparation is a factor that impacts on students' learning. If parents are prepared, they motivate children to get prepared, if not, parents are not interested in getting children interested in learning, as it is in most cases at rural Telesecundarias. This situation triggers the second topic, which is parents support. If there is no support demonstrated by parents, there is no motivation, which gives rise to lack of interest.

For Mr. Gil, the differences in ELT are mainly based on the fee parents pay so that children can have English lessons, and on the opportunities, students have to access to didactic material. He said that at a rural Telesecundaria, an agreement was made between parents and teachers regarding English classes. Parents are in charge of paying for the class due to Telesecundaria teachers are not well- prepared in the language. This happened only at this school. In view of didactic material, the teacher affirms that there are issues on both sides, but issues are different. In a rural community, students do not have enough resources to have internet access, while in urban zones students have more opportunities to have it.

To conclude, it can be said that education is provided in the same way around the Mexican country. This information indicates that the way in which SEP designs programs and provides support to rural and urban schools is the same, nevertheless, what is different is the scope students have to different materials and devices to enhance their learning and the importance teachers and students give to English teaching and learning.

4.2.5 English education at rural and urban Telesecundarias

As it was mentioned in chapter III, on the students' side, participants have experience studying at a urban and rural Telesecundaria. This characteristic helped the researcher to determine the first theme concerning the information provided by students. The purpose of looking beyond this topic is to analyze the coincidences and differences considering the experiences of the students. This information is demonstrated in Table 8.

Table 8. Students' opinion about English education at rural and urban Telesecundarias.

	ELT at rural Telesecundaria	ELT at urban Telesecundaria
Participant 3 Jesús	“Well, at rural Telesecundaria I don't consider English classes good; they do not like me. I do not like the way they give the class. Teachers only write and explain, but if it is not clear they just give you material and you have to follow by your own”.	“Well, in the urban school there were two teachers. They both taught us and they tried to make complex classes so that students can understand better”. “In this classes I did not have to pay for them and they liked me more. However, now I have to pay for the classes and they do not like me at 100”.
Participant 4 Jonathan	“It is a bit better”. “English classes are more advanced. Teachers use more English when talking and we have to answer in the target language”.	“My classes were good. Teacher talked to us in English. We did not understand, but he explained and we used a book”. “Teachers taught well and I did learn”
Participant 5 Rosa	“It Is good, I also like these classes. It is funny because the teachers give us verbs copies, plays with us so that we can learn quicker and better”. “We pay for 3 English classes and the teacher teaches us well”. “In my last classes we did not study topics as the ones we study now. Now teachers explain more and I know a bit more about other things. Before I studied numbers, the alphabet, basic things, now I study more topics”.	“My experience was good, for example, when they taught us the alphabet, we played and it was good for me because I learnt more by playing”. “They taught well, and I learnt”.

In view of what was stated in Table 8, there are two different perspectives. From three participants, Jesús said that his English learning experience was better at the urban school, while Jonathan and Rosa's opinion was that they have learnt more at the rural Telesecundaria. First, regarding Jesús comparison, at the urban school, he considered that his learning was better thanks to the way teachers have English classes as well as the attention teachers paid to explain topics. An extra fact provided by the participant was that these classes were not paid, and he enjoyed them more. Now, concerning to the rural Telesecundaria, Jesús do not agree with the way in which teachers give classes. He said that teachers do not care about students understanding and that most of the time, students work on their own.

Secondly, taking a look at Jonathan and Rosa's opinions, they both agree that their experience learning English at both schools was actually good. Nevertheless, they say that it has been more successful at the rural Telesecundaria because even the strategies teachers use are similar, the way in which teachers develop the class is better for them to learn more complicated topics.

As in all, there are good and bad opinions about English learning. However, it depends on the teacher in charge of the subject to develop and enhance students' interest. Thus, as a conclusion, teachers' role is important to make students realize the meaningful learning they are receiving. The more time teachers invest in class planning, the better response they are going to get from students.

4.2.6 Teachers' strategies and techniques for students to have a positive attitude towards English learning

Concerning to the discussion presented in chapter II, the importance of using English teaching techniques and strategies are crucial in students' learning. The objective of this theme, consists

of identifying the strategies, techniques, and resources used by teachers at a rural Telesecundaria as well as the ones that are not used but which are important according to students' perceptions. The information needed for this analysis is broken down in Table 9.

Table 9. Used and non-used strategies, techniques, and resources at rural Telesecundaria

	Strategies, techniques, and resources used by Teachers at rural Telesecundaria	Strategies, techniques, and resources required by students of rural Telesecundaria
Participant 3 Jesús	"Teachers just write it, explain it".	<p>"There is lack of activities that catch our attention".</p> <p>"Lack of activities and certain techniques that help students to understand the topics".</p> <p>"To have more teachers' and English classes".</p> <p>"I want teachers to be more dynamic and that they bring their topic well-prepared so that they can explain it in a way it is clear for us. To have a class with activities, not to improvise the class".</p>
Participant 4 Jonathan	<p>"Teachers talk more in English".</p> <p>"Materials".</p>	<p>"I would enhance English classes per week".</p> <p>"I want teachers to explain well so that I can understand in the same manner".</p>
Participant 6 Rosa	"It is funny because the teacher gives us verbs copies, she plays so that we can learn faster and better. She explains very well.	<p>"Having more material and English classes".</p> <p>"I would like to have more homework, and that teachers support us and that they explain better".</p> <p>"For me, that there would be extra homework. I want the teacher to play with us but I want to learn at the same time. Also, that there would be activities which help us to learn".</p>

In the case of the role strategies, techniques, and resources used at a rural Telesecundaria, it is easy to realize that is more the lack of their use, than what it is actually used in English teaching. Table 9 demonstrates that there is a lack of interest in planning classes. The resources and techniques used by teachers at this school are very poor, that is why the left side of the table is almost empty. Nonetheless, what is more surprising, is the fact that students are able to identify when a teacher is ready for giving a class and when is not.

On the side of the techniques used, students mentioned use of the target language, use of materials, use of games, and a teacher-centered interaction. This data permits the identification of the absence of strategies and techniques when teaching English. In addition, the methods used at rural Telesecundaria are ancient because of the fact that classes do not allow students to participate due to the fact that they are focused on teachers.

Now, regarding non-used techniques, participants talked about lack of activities, techniques, English teachers, English classes, material, games, planning, ability to explain, support, and commitment regarding teachers' attitude. The information provided by the participants is very clear, and, unfortunately, it goes beyond what students see. Everything is triggered by the lack of teachers' commitment. The absence of this value is negative for English classes, due to that situation gives rise to lack of planning, activities, materials, and techniques. For this situation, students have the right to ask for the implementation of these aspects, and, even more, when they pay for these classes.

To summarize, it is highly probable that rural Telesecundaria students are not improving their abilities in the language because of the absence of crucial factors concerning to teaching. The importance strategies, techniques, and resources have for teachers and students has been demonstrated in lots of studies. However, it is teachers' responsibility to put them into practice not only for making students enjoy learning, but for improving their performance.

4.2.7 Effectiveness in English learning at rural and urban Telesecundarias

Concerning to the discussion made so far, there are different factors, different perspectives, and different experiences that provide a better vision about English teaching and learning at rural and urban Telesecundarias. Despite the positive and negative aspects which take place in English classes, it is necessary to analyze how effective English learning is at this sort of schools. Hence, the goal of this theme is to answer the question asked in the previous statement. Information about this topic is introduced in Table 10.

Table 10. Opinion of students about effectiveness in English learning at rural and urban Telesecundarias

	Effectiveness in English learning at urban Telesecundarias.	Effectiveness in English learning at rural Telesecundarias.
Participant 3 Jesús	“With the urban ones. As I was telling you, classes were more dynamic. They had a different way of explaining and if I did not understand, they taught me in a different manner’.	“Well, un here, teachers have classes but I do not consider them good, they do not like me inasmuch as they just give you and empty piece of paper, but if you do not have a good outfit, you have to follow according to what teachers said”.
Participant 4 Jonathan	“They explained well and I used to understand”. “They taught well and I learnt”.	“It is better, it has improved”. “They teach well and I learn”. “In my urban classes, they taught me just the basic topics, the vowels, the alphabet, and now, they teach us more words, the verb to be, and things like that”.
Participant 5 Rosa	“I liked my classes because they were dynamic and I learnt a lot.	“I have learnt more with my current classes because of the same, they teach us well and because we play”.

After making a comparison between the effectiveness in English learning at rural and urban Telesecundarias, the results provided two different answers. On the one hand, Jesús' opinion about this topic was negative. He supported his point of view by saying that urban

Telesecundaria teachers were more dynamic and paid special attention to explanations, so that students did not have any doubts. In the case of rural Telesecundaria, teachers did not give importance to explanations. Moreover, they did not clarify doubts and for this, students had to continue even with questions about the topic.

On the other hand, Jonathan and Rose agreed one more time. Their opinion about English learning at urban Telesecundaria was good. They said that teachers' explanations and teaching were good, that is why they learnt. Now, participants' opinion about English learning at rural Telesecundaria was also positive. The only aspect that was different, was that English lessons at this school are effective and better, because they are studying more complex topics, which allow their improvement.

In conclusion, students' English learning at urban Telesecundaria was effective. They felt good when taking those classes and the most important aspect, they learnt. Regarding participants' experience at rural schools it was better for most of them. They have seen improvement in their learning because they say they know a bit more of English since they are enrolled at the rural Telesecundaria. This information indicates that in both schools English learning was effective. However, at the rural school, students have seen an actual growth in their knowledge.

4.3 Discussion of results

4.3.1 Importance of learning English

The current society is managed by technology, intercommunication, and exchanges of different scopes. This situation generates the requirement for citizens of developing certain abilities with the purpose of being able to integrate themselves in the society. One of the abilities townsfolk must develop is the competence of speaking a non-native language. In this regard, the Subsecretaría de Educación Básica (2007) recognizes the necessity of implementing English in

Mexican basic education by saying that by introducing and adjusting basic education's curricula, at the end of Secondary school students will be able to develop multilingual and multicultural abilities to overcome communicative conditions a globalized world could ask for (in García Martínez, 2014, p. 472).

Jesús: “Learning English is an upholder for our adulthood. It can help us to have a better job”.

Jonathan: “It is good to learn English because it would be useful for everything, for a job, for the future”.

Rosa: “I think that learning English is very important to me because, for example, if I travel to a different country, I can speak English, at least, it is not difficult for me to learn it. I believe it is important for my future and for communicating with others”.

Thus, students' opinions about learning English are related to their future. They see English as a tool which helps them to get ready for the prospective world. Due to students realize how fast the world works, they are aware of the difficulty they lived in the real world. For this situation, students aim to be ready for diminishing the hardness of getting a good job.

To support the information provided in the previous paragraph, SEP (2011) states that

“The contemporary society, predominantly governed by information and communication technologies, requires citizens with the competencies needed to insert themselves within a globalized changing world. Basic Education is responsible for providing students with the opportunity to develop these competencies. Thus, in order to accomplish the aforementioned, it assumes the need for students to acquire some fundamental skills, such as the use and command of these technologies and the command of at least one non-native language” (p. 58).

In view of what the Secretariat of Public Education said, basic education, which is composed of 12 years, is in charge of providing Mexican students the abilities to get positively

and appropriately involved with the society. In this manner, SEP programs work for making true the expectations students have for their future lives.

4.3.2 Educational and English level at Telesecundarias

Mexican education is designed to distribute and assure Mexico's population their right of having a good instruction. Nevertheless, despite the fact that SEP has tried to give a high-quality literacy to citizens, the strategies this institution has applied, have not been implemented successfully. For instance, the journal Mexico News Daily affirms that "Mexico is dead last in educational standards as measured by the Organization for Economic Cooperation and Development, yet spends more on education than any other member country" (2017, para.15).

Mr. Ramos: "Education in Mexico is very low". Plans and programs are ok, however, there are lack of teachers' updating, so that programs can work at 100%".

Mr. Gil: "We have a low educational level. I think that by belonging to a developing country, education is in the same condition. We need to invest and bet more for education in order to reach the aim standard".

There is no better way to realize the reality of Mexican education than considering the opinion of teachers created from their own experience. Teachers affirm that the educational level lived in Mexico is triggered by the development of the country. In this view, it is necessary to focus and pay special attention to educational issues that give rise to inequities.

"Our system is designed to reproduce inequalities rather than compensate for them. The children with the most needs get the worst services, like tele-secondary schools [a distance learning model where a reduced number of teachers rely on video and audio materials to teach the curriculum]. I've seen no evidence that the situation is improving," (Solís, 2017, in Lakhani, 2017, para. 22).

In words of the author, even though it is supposed to provide education in the same way to the whole country, there are still some issues that impede the delivery of the education rural students deserve.

Mr. Ramos: “It could be inequities, absolutely. However, the programs offered by the Government which help schools to protrude about resources”.

Mr. Gil: “Inequities exist everywhere”.

As it was discussed in previous chapters, the importance of learning English is crucial for today’s world. In addition, it was also mentioned that educational programs are equal for all Mexican schools. “As equal as traditional modalities in Mexican Secondary Education, Telesecundaria works with plans and curricula proposed by SEP pretending that students reach the same objectives” (INEE, 2007, p. 95). Thus, regarding the previous information, if it is considered the fact that English is taught right in the same way in all educational institutions, it is possible to say that the English level at rural Telesecundarias is the same compared with a urban Telesecundaria.

Mr. Ramos: “It seems to me, an excellent job option, that they give me the opportunity to reinforce what I see in Telesecundaria is very poor. The English level is very low due to teachers are not specialized in the subject. So, reinforce the English of one or the other way it is a good option for me”.

Mr. Gil: “It is a middle ground because we as teachers, give the best of ourselves and, leaning on the resources we make the class a little more dynamic... Currently the standards that the new educational model seeks, says that students must already make narrations, descriptions when leaving Secondary school, which I see a little bit complicated, but we do what we can”.

Considering the point of view of each teacher, they consider that it is not an easy task to reach the scopes proposed by the Secretariat of Public Education. Even, there are designed programs for developing these abilities, there are aspects such as lack of teachers' updating, and techniques that impede the effective implementation of these programs.

4.3.3 Free education

In Mexico, almost the majority of the population know information about the article which talks about education in the Mexican Constitution. This article states that in Mexico, the 3° constitutional article regards to the fact that basic education must be free and obligatory (Constitution of Mexico, article 3°). Additionally, SEP (2011) affirms that the State in collaboration with the National Educational System must guarantee Mexicans the possibility to receive education, as well as reaching basic education timely and in due form, so that people have applicable knowledge for their lives.

Mr. Ramos: “Students pay for English classes in its totality. Why? Because it was an agreement made between the teacher and parents... I do not agree with this because the teacher in charge has a salary in which is included the English class and he is not working that hour”.

Mr. Gil: “The fee of the English class is covered by students' parents. In here, you have to do teamwork with parents to inject them with the idea that it is better that an expert teaches this class because it will have more impact on students. We sometimes as Telesecundaria teachers who handle all subjects may have weaknesses, so who else than the expert comes to supply you in this case and especially since we know that at the upper middle level they will require more English, they will require more tools such as vocabulary and well, this is how we managed to convince them. Logically I'm going to tell

you one thing, here the parents are not forced to pay the class, maybe we could cover that need, however, we also see the benefit for your children”.

Then, by taking into consideration teachers' opinion, it is crucial to recognize that education is a fundamental human right, and it has been followed in the way it is stated in the Mexican Constitution. Nonetheless, the situation in this rural Telesecundaria is different. Students are in charge of covering the fee of the English classes even if education must be free. In addition, regarding the fact that the economy in this zone is not good, it is completely damaging not only their education, but their rights.

4.3.4 Teaching techniques in the classroom

Along the development of this study, it has been mentioned the importance of the use and implementation of teaching techniques in English classes. For British Council (2014), teaching methodology is

“A system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learnt (known as 'Approach'). Many teachers base their lessons on a mixture of methods and approaches to meet the different needs of learners and the different aims of lessons or courses. Factors in deciding how to teach include the age and experience of learners, lesson and course objectives, expectations and resources.” (p. 1)

The information provided by British Council, demonstrates the importance that teaching techniques have in teaching. Their implementation highly assures the scope of the aims of the course and, consider students' characteristics so that they can enjoy their learning. In view of this information, rural students ask for the inclusion of more teaching techniques.

Jesús: "We need activities that catch our attention...There is a lack of activities and certain techniques to help students make the issues clear...I want teachers to be more dynamic. I want them to bring a planned class and that they explain better. I want to have a class with activities, not an improvised one”

Jonathan: “I want teachers to explain better so that I can understand well”.

Rosa: “I want to have more homework, better explanations, more material, and support from teachers. I want the teacher to play with us but that she teaches us at the same time also I want activities that help us to learn”.

According to Greive (1992), these are the techniques of effective teachers:

- “They establish good control in the class. They know exactly what to do at the right moment.
- They do things right, which means they pay sufficient attention to the whole class, concentrate on every student who is speaking and clarify any misunderstanding that may occur during the lesson.
- They have positive expectations from all students.
- They establish good classroom management techniques.
- They work in cooperation and learn from colleagues.
- They design lesson for students.
- They realize that teaching is not a private practice.
- They are flexible and adaptable.
- They understand the process of learning.
- They teach with proven research – based practices.
- They know the difference between an effective teacher and an ineffective one.
- They use attentive materials.” (in Treska & Kadiu, 2016, para. 3).

In this manner, considering the opinion of students as well as the information stated by Greive, it is possible to identify that there is no use neither implementation of teaching techniques in English classes at rural Telesecundaria. Rural students ask for designed classes that include interesting activities for them. Likewise, they asked for better explanation techniques so that they can have a good understanding and learning. Finally, it is mentioned that teachers’ role is crucial for the effective implementation of these techniques, so that students can take pleasure in the way of learning a language.

4.3.5 Motivation

It is well-known that studying needs teamwork between the teacher and the student. Nonetheless, there is teachers’ responsibility to keep students’ interest in learning and, even, foster students’ initiative to be better at learning, in this case, learning a language. Thence, the

aforementioned information, needs different educational aspects to be fulfilled, but motivation, is the most important one.

“The importance of carrying out an excellent methodology in English classes is to keep the motivation in the student, encouraging their curiosity and permanence until the culmination of the training levels. For this reason, the English institutes agreed to modify their training plans adapting, in the most practical and simple way, to the needs of the trainees.” (American English Overseas Center, 2017, para. 2).

In this manner, the role of motivation in English classes is to create on students' minds the desire of keeping learning. Motivation is a positive way for making students improve and promote their language skills and also put them into practice. The use of motivation allows students to note the progress they have had as well as the level they have reached.

Mr. Ramos: “Knowing that I can support my students in the areas I lacked once. I know what it feels like to not have specialized attention in the area, so I take those aspects and I try to reinforce them at 100%”.

Mr. Gil: “I think that teaching requires a lot of vocation. I think that being a teacher is born from you because nobody gives what they don't have. So indeed, I especially like to inject that initiative into students... The motivation that we can inject to students, that extrinsic motivation that we can use to make students interested in learning... I think that it depends a lot on the teacher who is going to teach students, because when you do not achieve the impact of motivating everyone, then some will be interested and others will take it as unusual”.

In conclusion, teachers at rural Telesecundaria are aware of the importance motivation has in students' learning. It is true what both teachers said, it is important to live and face students' reality so that teachers can give them what they need in the way it can help them. After pondering the information presented in this topic, motivation is an educational factor that

not only develops students' abilities in the language, but a good environment and relationship between student-classmates and teacher-students.

4.4 Conclusion

This chapter contains the results of the analysis, connects the analysis with the research questions, and demonstrates consistency of the analysis with grounded theory methodology. A total of five participants were interviewed, two teachers, and three students who work and study at a rural Telesecundaria respectively. The data analysis followed the method called "Imposing a Told on the Telling: Identifying a Story Pattern, proposed by Jeong Hee-Kim. This method follows four steps, which consists of identifying codes, categories, patterns, and themes. Thusly, a total of seven themes were discussed four for teacher's side

1. English level at rural Telesecundarias and real achievements according to SEP programs.
2. Importance of teachers' role and preparation in English classes.
3. Teaching techniques for rural students to have a positive attitude towards English learning.
4. English education at urban and rural Telesecundarias.

And three for students' side,

1. English education at rural and urban Telesecundarias.
2. Teachers' strategies and techniques for students to have a positive attitude towards English learning.
3. Effectiveness in English learning at rural and urban Telesecundarias.

The findings of the study showed that there are aspects which are well implemented at the Telesecundaria and aspects that lacked. Regarding the obtained information from the analyzed data, most of the aspects that are not used at the school depend on teachers' implementation.

The use of methods, strategies, planning, and activities depends on teachers, while an equal, high-quality, and free education depends on institutions like the Secretariat of Public Education. Chapter V includes the summary for the critical analysis and discussion of the themes.

CHAPTER V

The Conclusions of the Study

5.1 Introduction

This qualitative case study was undertaken with the purpose of identifying the educational issues that prevail in English classes at rural Telesecundarias. Besides, this chapter includes a discussion about the key findings, the contributions as well as the limitations of the study, and directions for further research. Additionally, chapter V discusses and gives answers to the research questions presented in chapter I. Therefore, this chapter provides an overview of what this research attempted to accomplish by making use of the theory presented in chapter II, as well as the analyzed data shown in chapter IV. Finally, conclusions and details of the whole research process are presented.

5.2 Answers to the research questions

The focus of this study consisted of determining educational issues in English classes at rural Telesecundarias. In this manner, thanks to the theory and the results obtained from the analyzed data, it was possible to give answer to the three research questions presented and stated in chapter I:

1. What are the educational issues that affect ELT at rural Telesecundarias?
2. In what ways do these issues between rural and urban Telesecundarias can be diminished in order to improve English learning in rural Telesecundaria students?
3. How can ELT be implemented effectively in rural Telesecundarias?

Thus, the following section aims to provide a picture of the findings of the study and their relationship with the research questions.

5.2.1 Research question I

In terms of the first research question, it aimed to identify and determine what the educational issues in English classes are at rural Telesecundarias. The findings of the study concluded that there is no difference in educational opportunities between rural and urban Telesecundarias. However, there are aspects related to education that affect ELT at rural Telesecundarias. Among the aspects are having an appropriate implementation of the SEP programs and the Educative Reform, and a lack of Teachers' preparation and updating.

SEP programs are well designed and support schools to improve education. However, those programs do not consider rural students' background. This situation gives rise to a lack of knowledge in these students. Considering that students of non-urban schools have a different type of economy, education, and life, it is crucial to adjust the programs provided by this institution so that the educational level reached be the same for both, rural and urban schools.

Concerning to the second aspect which is lack of teachers' preparation and updating as it has been discussed in previous chapters, teachers' role in students' learning is crucial for them to have a noticeable improvement in their abilities and performance. Even though, rural Telesecundaria teachers are aware about the importance their role has in the classroom, they just know it, but forget the most important part of the process, apply it. Hence, the situation of providing an equal education in these areas becomes more difficult because of the lack of interest and responsibility shown by teachers.

In this manner, the conclusion for the first research question is that educational issues at rural Telesecundarias are given rise by the lack of interest demonstrated by institutions such as SEP, and teachers. The inequity in matters of education is triggered by the absence of attention paid to rural zones. Programs are designed in a general way, without considering certain factors that especially affect rural communities and, that do not allow students to learn

in the same way urban students do it. It is true that the inappropriate education rural Telesecundaria students receive does not only depends on teachers, but it is also true that they have the power to make it possible if they have the desire and are willing to do it

5.2.2 Research question II

Regarding the second question, it aims to provide possible actions that help to diminish educational issues in rural Telesecundarias and that improve English learning at the same time. As it was mentioned in the discussion of the first research question, the opportunity rural and urban students have to learn English is the same. Nonetheless, the educational issues that do not allow education to be the same in both parts are the inappropriate implementation of the SEP programs and Educative Reform, and lack of Teachers' preparation and updating. The answer to this question has been done briefly in the first question due to these questions being bounded. Therefore, a broader and detailed discussion about the second question is done in this section.

It is important to consider Telesecundaria as an institution which provides education as other types of low-secondary schools do. The fact of saying Telesecundaria does not mean receiving poor education, but receiving high-quality literacy no matter the environment and place this kind of schools are located. This demonstrates the importance of looking at Telesecundarias as equal as any other school because of the hope that it is preparing a high number of students to have the knowledge to get enrolled at High School.

The previous state of affairs gives rise to the following question: Why does there exist retrogression in education at rural Telesecundarias if all secondary schools follow the same program? The answer to this question is given in the following information: even educational programs are well-planned and designed, they are not going to give the exact results when applying them at a rural and urban school. This happens because the education rural students

receive, the life they live, and the way they are raised is not the same if compared with urban students. For this, Mexican curriculum must be re-analyzed as well as adapted to the necessities each sort of school has. In such a manner, students are going to be related to the way English is taught, and the improvement in the use of the language and performance will increase gradually.

Concerning to the lack of teachers' preparation and updating, the Educative Reform applied aspired to make changes to the Mexican education, not only focused on students' development, but on teachers as well. Thus, it is clarified that teachers' role in the classroom, teachers' preparation as well as disposition to learn is crucial for enhancing the effectiveness of teaching and learning at rural schools. Then, the plans to evaluate, and promote an update for teachers proposed by the Government of Mexico are suitable. The idea they have about executing those plans to identify the capacities and abilities teachers have is effective, not only for the Government, but for the Mexican education.

To sum up, the importance of looking at and considering and giving rural Telesecundarias the importance they deserve allow them to have a better way of teaching and learning. The creation of teaching curricula for these schools is crucial for teachers to develop and make use of appropriate techniques and strategies in the classroom and for students to be able to reach the educational standards proposed by SEP. In such a way, teachers' commitment to get updated and more prepared assures amelioration in rural communities' education. The effective adaptation of educational plans together with the periodical evaluation and professional development of teachers will provide rural Telesecundarias students a high-quality education, the education every child deserves.

5.2.3 Research question III

With reference to the last research question, the inquiry looked at English language teaching as the center of the study. For this, in the third research question it is aimed to propose different

strategies and activities which help to the effective implementation and improvement of English language teaching at rural Telesecundarias. In this manner, this section presents and proposes activities that ameliorate and create a better inclusion of ELT at this kind of schools.

In the information aforementioned, the educational issues in English classes at rural Telesecundarias were focused on the inappropriate implementation of SEP programs and Educative Reform, and on the lack of teachers' preparation and updating. The collected information, analysis, and research made for this study allowed the researcher to conclude that it would take a long time to make changes to the programs used by SEP. In this view, the following discussion is put together to make changes to ELT starting from the institution in charge of schooling children, in this case, the Telesecundaria.

In the first place, it is crucial to make a change in education to make teachers committed to their profession and students. The previous statement permits to see the fact that motivation is not only focused on students, but on teachers as well. Thusly, after considering the information above-mentioned, it is possible to see the importance of knowing what being a teacher implies. It is true that teaching is teamwork. For this valorization and motivation are key factors in the development of effective teaching. These agents help teachers to be willing to get updated, to be prepared to give an effective language class, to provide students the education they need to learn. In this way, a positive change can be done in rural Telesecundarias English language teaching. It is not necessary to have the best conditions to learn when there is disposition from teachers and students' sides.

Secondly, the implementation of English teaching techniques is important to students' process of learning. It does not only permit the development of students' abilities in the use of the language, but their use allows students to take advantage of all the lessons and to enjoy this process. Moreover, the learning students have is meaningful and the process takes less time

with better results. Teaching and learning a language are not an easy course. However, through the good implementation of those techniques, students are able to reach the required abilities to reach the standards proposed by SEP even rural Telesecundaria students' conditions are different from other students, clarifying that education is effective if students are considered as the center of education.

In conclusion, the effective implementation of English language teaching at rural Telesecundarias depends on three main aspects:

- Developing teachers' commitment
- Effective implementation of English language teaching techniques
- Considering students' needs.

In this section, different approaches in which rural Telesecundaria schools should work in order to reach the educational objectives stated by the Mexican educational system have been presented. If motivation is used to make teachers' being actually committed with their profession and students, a better education will be provided. A better education implies the use of techniques that are designed to teach the language effectively. This will enhance students' development of skills and performance in the use of the language. These two points work with motivation, which allow students to keep interested in learning.

5.3 Contributions of the study

Through time, there have been many studies about the role of English in Mexican education, as it is the case of the research made in 2015 by British Council called "English in Mexico: An examination of policy, perceptions and influencing factors". It was mentioned in chapter I that the study aforementioned was one of the factors which gave rise to the origin of the current

investigation. In the same way, it was aimed to make contributions related to English education at rural Telesecundarias and they are presented in this section in the following points.

- Firstly, opportunities provided by the Government of Mexico together with the Secretariat of Public Education are the same for all schools located in Mexico.
- Secondly, the necessity of adapting the SEP programs according to the necessities each zone has, is crucial for enhancing Mexican learning as well as education standards
- Thirdly, there are issues and differences between schools, which are based on the access students have to different electronic and didactic material.
- Fourthly, despite the fact that education in Mexico must be free English classes are paid by parents.
- Finally, teachers' role together with motivation are factors that determine the effectiveness in students' learning.

These contributions were surprising for the study because it was not expected that the educational issues did not depend only on the Government and SEP, but also on the school itself. Results were not unsatisfactory, but they gave rise to a better approach which is more appropriate with the purpose of the study.

5.4 Limitations of the study

It should be stressed that this study had been primarily concerned with administrative issues that affect English language teaching classes at rural Telesecundarias. However, through the naturalness in which the study was developed, the research questions, literature review, and instruments were modified in order to give the study a better approach until it focused on educational issues. Thus, after mentioning that information, the limitations of the study concern to the language, instrument and time invested.

As it was explained and shown in chapter III and VI, and in the appendixes C and D, interviews were conducted in participants' mother tongue, in this case, Spanish. The decision of carrying out the interview in this way consisted of providing students the freedom to speak without barriers. Unfortunately, the results were not as positive as it was expected. Despite there was an appropriate relationship between the interviewer and the interviewee, participants on students' side got shy to the point of making the interviewer more questions for collecting the needed information. Thus, the information provided by participants was the same as if they would have spoken in English.

5.5 Directions for further research

Due to limitations of time and resources, the researcher could not cover more areas and institutions. For this, future research into educational issues at rural Telesecundarias should be focused on problems found in the classroom. Some of the advice to collect better results, improve the process and go beyond what is said and seen are as follows.

1. The creation and application of observation checklists should be applied to the classrooms where teachers give classes and students are schooled. The checklists should include aspects related to the teacher's role in the classroom, techniques used and students' response to the activities, commands, and strategies used in the classroom.
2. Students' instrument should be changed. A survey, questionnaire, or poll will provide effective responses from students. These instruments allow participants to feel free and comfortable when answering it. This situation highly assures the collection of meaningful and concrete information.
3. The application of a quiz to students would help the study to have a better understanding of the situation of the rural Telesecundaria. Additionally, the results obtained from the

quizzes should provide meaningful information regarding students' knowledge and learning.

4. The application of the instruments should be done at different rural Telesecundaria institutions with similar conditions to the one that was used for this study. This activity will provide more credibility to the results and conclusions of the study.
5. The method of the study should be changed to action-research with the purpose of figuring out what the most appropriate techniques are for improving students' English learning and implementing effectively English language teaching at rural Telesecundarias.

5.6 Final conclusions

Mexican education has been a criticized topic for experts and non-experts. It has been since the last century that Gobierno de México has tried to make effective changes in education, nonetheless, no changes have been reached. It was during the last presidential term, when the last noticeable change was applied to education with the Educative Reform. Despite the invested efforts made by the Government and the Secretariat of Public Education to provide Mexican people an equal and high-quality literacy, there still are factors that impede education to be the same for everybody.

This study aimed to identify the educational issues concerning to English language teaching at rural Telesecundarias as well as providing ideas for diminishing them and having an effective implementation of English at this kind of schools. In this manner, through extensive research, it was possible to give answer to the research questions as well as supplying a better vision of the role rural Telesecundarias have in Mexican education and the education level they use to transmit knowledge to students of rural communities.

This study concluded that opportunities to study in Mexico are the same for everybody. However, there are some factors that do not allow education to be furnished equally, which triggers the existing educational regression in the Mexican country. Those factors are ineffective implementation of educational programs, lack of teachers' commitment, and absence of attention to students' needs. Regarding the issues that affect English language teaching at rural Telesecundarias it can be said that students must be considered as the center of education. It is necessary to consider the aspects they need to have a better literacy.

Firstly, the importance of adapting the programs proposed by SEP according to students' necessities would improve the quality of education due to it is focused on teaching what students need according to their background. Secondly, the lack of teachers' commitment to their profession and students triggers teaching aspects that affect students' learning. Those aspects are related to lack of planning, use of strategies, motivation, and interest, that are the bearings required by rural students. Finally, it is crucial for an effective education to consider students' needs due to they are the ones who are getting the knowledge and who will be the future of Mexico.

As a conclusion, in order to improve Mexican education and provide it equally in all corners of the country it is necessary to start from what will demonstrate real changes in a short period of time. The problem should be counteracted by giving rural and urban zones the attention they need. Giving the specialization in matters of education Mexican schools need will help the development and growth of education. In this way, the retrogression in education will be diminished gradually as well as inequities, what highly guarantees an improvement in literacy. This, working together with the commitment of teachers, Government, and SEP will give Mexicans the opportunity to receive the education they deserve and assert their right.

Undertaking this research study has been an invaluable experience. Investing time in a study like this has been one of the most significant learning to my life because it helped to realize the importance of becoming and being a teacher. In Mexico, to be a lecturer is not valued in most of the cases despite the fact they are not well-paid. Nonetheless, as one of the participants of the study said, you choose to be a teacher for vocation because no one gives what they do not have. The previous phrase changed the perception I used to have about this profession.

It was gratifying to be able to discover that the matters in education do not completely rely on the Government and SEP, but on the attitude, teachers have in and outside the classroom. And, even it is not good to realize the actual situation; it was satisfactory to know that as a teacher, you have the power to impact positively or negatively the life of students. Thus, by being aware of the role teachers have in the Mexican society, it is up to teachers to be immersed and committed to education, to the profession, to Mexicans, so that in this way, our country be known not for the bad aspects that characterize Mexico, but on the effective and positive changes the school teaching is able to do for the future of the country.

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APPENDIXES

Appendix A.

TEACHERS' INTERVIEW

INTERVIEW

Bank of questions

La información obtenida en esta entrevista será utilizada con propósitos de investigación. Su identidad no será revelada.

1. Durante sus ___ años de experiencia, podría compartirme ¿Cómo ha sido esta profesión para usted?
2. Cuénteme, ¿Por qué habiendo tantas carreras decidió ser maestro?
3. Tomando en cuenta su experiencia y punto de vista, ¿Cómo es la educación en México?
4. Debido a que sus últimos años de labor han sido en una escuela Telesecundaria rural, ¿Podría describir el tipo de educación que utiliza esta escuela? ¿Qué piensa acerca de este tipo de educación?
5. Como profesor de escuela Telesecundaria, ¿Cuál es rol del aprendizaje y la enseñanza del inglés en esta institución?
6. ¿Cuál es su opinión acerca de la enseñanza y el aprendizaje de inglés en escuelas Telesecundarias rurales?
7. ¿Podría compartir alguna historia del impacto que ha tenido la enseñanza del inglés en los alumnos de esta escuela?
8. ¿Podría describir cómo se enseña inglés en esta escuela?
9. Como docente de esta institución, podría explicar ¿Cómo es la actitud que tienen los alumnos cuando toman clases de inglés?
10. Tomando en cuenta su respuesta anterior, ¿Qué origina estas actitudes?
11. Hablando un poco acerca de la administración de la escuela, ¿Quién se encarga de cubrir los costos de las clases de inglés en la escuela? ¿Porqué? ¿Qué opina acerca de esta situación?
12. Al haber sido docente en una escuela urbana y una escuela rural, ¿Considera que las oportunidades de enseñanza y aprendizaje son los mismos entre estudiantes de escuelas rurales y urbanas? ¿Porqué?
13. ¿Podría describir cuáles son los mayores problemas de desigualdad educativa entre escuelas rurales y urbanas?
14. De acuerdo a su experiencia, ¿Cómo daría solución a estos problemas?
15. De acuerdo a su experiencia, ¿Cuáles son las ventajas y desventajas de trabajar como docente en una escuela urbana y una escuela rural?

Si tiene alguna duda o pregunta acerca de la información que otorgó durante esta entrevista, por favor contacte arely.rg@gmail.com

Participant 1

- Institución dónde estudió: _____
- Licenciatura: _____
- Años de experiencia: _____
- Grados a los que enseña actualmente: _____
- Grados a los que ha enseñado: _____

Participant 2

- Institución dónde estudió: _____
- Licenciatura: _____
- Años de experiencia: _____
- Grados a los que enseña actualmente: _____
- Grados a los que ha enseñado: _____

Appendix B.

STUDENTS' INTERVIEW

INTERVIEW

Bank of questions.

La información obtenida en esta entrevista será utilizada con propósitos de investigación. Tu identidad no será revelada.

1. Cuéntame, ¿Qué piensas acerca de aprender inglés? ¿Porqué?
2. Podrías platicarme, ¿Cómo fue tu experiencia al aprender inglés en tu anterior escuela (urbana)? ¿Cómo eran tus clases? ¿Te gustaban? ¿Porqué?
3. Del 1 al 10, ¿Cómo calificarías esas clases de inglés y por qué?
4. Ahora, podrías contarme ¿Cómo ha sido tu experiencia aprendiendo inglés en esta escuela (rural)? ¿Cómo son tus clases? ¿Te gustan? ¿Porqué?
5. Del 1 al 10, ¿Cómo calificarías tus clases actuales de inglés y por qué?
6. Si comparas tus clases de inglés anteriores con las actuales, ¿Con qué clases crees que has aprendido más? ¿A qué crees que se deba eso?
7. ¿Podrías darme algunos ejemplos de problemas de desigualdad entre tu escuela anterior y la actual? ¿Cómo crees que puedan solucionarse?
8. ¿Recuerdas alguna actividad o situación que haya comentado tú aprendizaje de inglés?
9. ¿Qué piensas acerca de pagar por tus clases de inglés? ¿Te afecta de alguna manera?
10. De acuerdo a tu experiencia, ¿Cuáles son las ventajas y desventajas de ser un estudiante en una escuela urbana y una escuela rural?
11. Si tuvieras la oportunidad de hacer cambios en tu escuela para mejorar tu aprendizaje, ¿Qué cambios harías?
12. ¿Qué es o son las cosas que necesitas para mejorar tu aprendizaje de inglés actualmente?

Si tiene alguna duda o pregunta acerca de la información que otorgó durante esta entrevista, por favor contacte arely.rg@gmail.com

Participant 3

- Institución dónde estudió: _____
- Tiempo estudiando en esa institución: _____
- Institución dónde estudia: _____
- Tiempo estudiando en Telesecundaria: _____
- Edad: _____
- Género: _____
- Ocupación: _____
- Domicilio: _____
- Años estudiando inglés: _____
- Nivel de inglés: _____

Participant 4

- Institución dónde estudió: _____
- Tiempo estudiando en esa institución: _____
- Institución dónde estudia: _____
- Tiempo estudiando en Telesecundaria: _____
- Edad: _____
- Género: _____
- Ocupación: _____
- Domicilio: _____
- Años estudiando inglés: _____
- Nivel de inglés: _____

Participant 5

- Institución dónde estudió: _____
- Tiempo estudiando en esa institución: _____
- Institución dónde estudia: _____
- Tiempo estudiando en Telesecundaria: _____
- Edad: _____
- Género: _____
- Ocupación: _____
- Domicilio: _____
- Años estudiando inglés: _____
- Nivel de inglés: _____

Appendix C

TEACHERS ANSWERS' TRANSCRIPTS

Participant 1.

I: Podría decirme durante sus 7 años de experiencia, ¿Cómo ha sido esta profesión para usted?

P1: Pues para mí ha sido grata, el saber que puedo apoyar más a mis alumnos en los ámbitos en los que yo en su momento carecí. Sé que es lo que se siente no tener atención especializada en la materia, entonces tomo esos puntos e intento reforzarlos o cubrirlos al 100%.

I: Ahora podría decirme ¿Por qué habiendo tantas carreras, decidió ser maestro?

P1: Pues por lo mismo, al saber que el sistema estaba bajo en cuanto a nivel, creo que el especializarme y el darles una mejor oportunidad a los chicos actualmente, pues creo que eso fue lo que me motivó para elegir esa carrera.

I: Tomando en cuenta su experiencia, ¿Cómo considera que es la educación en México?

P1: Pues está en un nivel muy bajo. Los planes y programas están bien, sin embargo, pues falta actualización por parte de los maestros para que estos programas se cumplan al 100%.

I: Entonces usted cree que el problema está en la preparación de los maestros, no en lo que usted dijo, en los programas, en lo que se enseña.

P1: En efecto, es la preparación, la actualización, muchos docentes se quedan estancados y pues al haber nuevas normas y nuevos conceptos en lo que es la educación, ellos simplemente no lo pueden aplicar y no cubren al 100% lo que es el programa.

I: Ok. Debido a que sus últimos años de labor han sido en una escuela Telesecundaria, ¿Podría describir el tipo de educación que utiliza esta escuela?

P1: Considero que el tipo de educación pues es medio, por lo mismo de que los docentes no están actualizados, pues la educación que ellos imparten es a su punto de vista. Ellos ven las cualidades y las áreas de oportunidad que los alumnos tienen y son en lo que se enfocan más. Actualmente el nivel en matemáticas y lectura está deficiente, entonces ellos preparan sus clases para reforzar esos aspectos.

I: Entonces ¿Usted está de acuerdo con que cada profe de clases de acuerdo a lo que ellos creen conveniente?

P1: No, en eso estoy en desacuerdo, se supone que hay un programa y se tiene que seguir, que se adapte, es diferente, pero el programa se tiene que seguir ¿Por qué? Por qué las instituciones o el nivel al que aspiran los alumnos en un futuro debe de llevar cubierto ese programa, si el maestro no sigue el programa, pues el alumno irá con conocimientos deficientes.

I: Como profe de Telesecundaria, podría decirme ¿Cuál es el rol del aprendizaje y enseñanza del inglés en esta escuela?

P1: Pues el rol de aprendizaje es más práctico, porque contamos con pocas horas en el aula, entonces, si me dedico a dar más teoría el alumno se aburre, entonces intentamos hacerlo más práctico, llegar a un ambiente de docente-compañero, ya no docente-alumno.

I: Y, ¿Qué opina acerca de enseñar inglés en escuelas Telesecundarias?

P1: Me parece, pues laboralmente una excelente opción, que me den la oportunidad de reforzar lo que pues en Telesecundaria yo veo está muy deficiente, el nivel de inglés está muy bajo puesto que los profesores no están especializados en la materia. Entonces reforzar el inglés de una u otra forma pues me parece una buena opción.

I: ¿Podría compartirme alguna historia de impacto que ha tenido la enseñanza del inglés en los alumnos de esta escuela?

P1: La integración, la integración de los alumnos en su salón de clase con sus compañeros, incluso los docentes. Ha habido ocasiones en las que el docente es renuente, no colabora en lo que son convivios, convivencia entre docente-alumnos, alumnos-alumnos, entonces pues al haber un evento pues integrarme yo y decir: chicos podemos hacer una actividad todos juntos. Entonces, pues involucrarlos entre ellos y que ellos se sientan más en confianza y que sus amistades crezcan pues eso me parece una excelente labor también dentro del rol de enseñanza.

I: ¿Podría describirme cómo se enseña inglés en esta escuela?

P1: Pues generalmente no contamos con un manual, el libro que tenemos por parte de SEP pues no se apega a lo que en realidad conocen los chicos. El nivel que SEP maneja lo considero alto. El nivel que tienen los alumnos no cubre las expectativas de este material por lo que, pues tenemos que adaptar los temas, pero de diferente manera.

I: Y, ¿Cómo es la actitud que tienen los alumnos cuando toman clases de inglés?

P1: Hay actitudes positivas tanto negativas, entonces pues un 50 y 50%.

I: Tomando en cuenta su respuesta anterior, ¿A qué cree que se deban esas actitudes?

P1: Considero que primordialmente es por el apoyo en casa. La mentalidad pues que en su momento los papás tengan con ellos. Si es un papá preparado, le va a exigir el que el alumno se prepare también. Si los papás están rezagados en estudios, no hay tanto apoyo por parte de los papás hacia el alumno.

I: Hablando un poco acerca de la administración de la escuela, ¿Quién se encarga de cubrir los costos de las clases de inglés?

P1: En su totalidad son los alumnos. ¿Porqué? Pues ha sido un acuerdo establecido entre el docente y los padres de familia.

I: ¿Qué piensa acerca de esta situación?

P1: No estoy de acuerdo en eso, ¿Por qué? Por qué pues el profesor está cobrando un sueldo en el cual el maestro no está trabajando esa hora clase.

I: Al trabajar como docente en una escuela rural y una urbana, ¿Considera que las oportunidades de enseñanza y aprendizaje son las mismas entre estudiantes de estas escuelas?

P1: En lo absoluto, es lo mismo. Puede haber alumnos con bajos recursos que tienen ganas de estudiar y superarse, cómo hay alumnos que tienen todas las oportunidades de crecer, sin embargo, no hay motivación por parte de ellos entonces, las oportunidades son las mismas, el apoyo es el que difiere.

I: ¿Considera que existen problemas de desigualdad educativa entre escuelas rurales y urbanas?

P1: Los puede haber, si los puede haber en lo absoluto, sin embargo, pues son los programas que el gobierno ofrece, los que ayudan a que una escuela pues sobresalga en cuanto a material.

I: Entonces, ¿Usted considera que los mayores problemas de desigualdad se basan en oportunidades y en los programas que da SEP a las escuelas? O, ¿Existen algunos otros?

P1: Pues aquí mucho depende el rol del docente, los programas, pues para todas las escuelas son los mismos, difieren un poco si es Telesecundaria, secundaria, el nivel en el que está, pero los programas son iguales para todos, aquí si en lo que yo más difiero pues es en la actualización del docente en realmente que se interese por los alumnos y no por el salario.

I: Y, ¿Cree que estos problemas tengan solución?

P1: Si hay solución, pero como te digo, pues es la actualización y que el compromiso del docente se tenga siempre. Creo que lo importante aquí también es la motivación de parte del directivo como de las instituciones que trabajan para esta educación, si hubiese reconocimientos por ser un buen maestro, por llevar a los alumnos a concursos y que éstos ganen, que hay de aquellos que no puedan alcanzar eso, pues igual que se impartan talleres de liderazgo y entre otros que motiven al docente. Un maestro feliz es un maestro que cumple, en lo absoluto.

I: Por último, de acuerdo a su experiencia, ¿Cuáles son las ventajas y desventajas de trabajar como docente en una escuela rural y una urbana?

P1: Pues las ventajas serían las mismas, el ambiente, el apoyo de los padres va a ser una ventaja y una desventaja, el material con el que se cuente en la escuela siempre va a ser una desventaja también, así como una ventaja. Pues lo primordial aquí sería el docente, al no tener material, pues tenemos que llevar el nuestro, para eso, pues si debemos tener compromiso como docente, si eso no lo tenemos, pues seguiremos en las mismas de siempre.

Participant 2.

I: Durante sus 25 años de experiencia, ¿Podría compartirme cómo ha sido esta profesión para usted?

P2: Bueno, para empezar el hecho de ser maestro para mí es algo agradable, es algo que me ha dejado muchas satisfacciones. Pudiera relajarte varias anécdotas que he vivido, pero bueno, únicamente voy a sintetizar compartiéndote que las experiencias que se viven en el aula son muy gratas porque te van dando pauta a que tu cómo maestro vayas modificando tus estrategias, vayas buscando nuevos métodos para poder impactar en el conocimiento de los alumnos.

I: Muy bien, entonces, ¿Por qué habiendo tantas carreras decidió ser maestro?

P2: Como te comentaba en un principio, creo que el magisterio requiere de mucha vocación, creo que el ser maestro nace de ti porque nadie da lo que no tiene. Entonces, efectivamente, a mí sobre todo me gusta inyectar esa iniciativa a los alumnos.

I: Desde su punto de vista, ¿Cómo considera que es la educación en México?

P2: Híjole, pues la educación como que es un tema que se puede debatir mucho, creo que nuestro nivel educativo y no lo digo yo, lo han dicho los medios de comunicación, que realmente tenemos un nivel bajo, creo que como ser parte de un país en vías de desarrollo, pues

también la educación está en las mismas corazón, creo que necesitamos invertir y apostar mucho a lo que es la educación para poder lograr alcanzar el estándar deseado.

I: Tomando en cuenta que sus últimos años de labor cómo docente han sido en una escuela Telesecundaria, ¿Podría describirme el tipo de educación que utiliza esta escuela?

P2: Bueno mira, el sistema de Telesecundarias es un sistema muy completo, de hecho, pues yo creo que cada quien defiende lo suyo, pero para mí el sistema de Telesecundarias tiene mucho material, mucho recurso, lo que es audiovisual. Cómo Summer lo dice, Telesecundaria se inicia como un programa de educación a distancia siendo uno de los principales medios la televisión educativa, cómo se sabe en este tipo de sistema, la herramienta primordial es la televisión, de ahí los jóvenes ven sesiones de trabajo impartidas por un coordinador virtual, de esta manera es como ellos van acoplándose a las diferentes asignaturas, y bueno, a lo mejor aquí no entraría, pero yo te quiero hacer hincapié de que nosotros los docentes de Telesecundaria nos preparamos mucho, ¿Porque? Pues porque nosotros somos los que estamos frente a todas las materias.

I: Entonces ¿Usted piensa que este tipo de educación es el mejor?

P2: Pudiera decirte que sí, y te voy a explicar por qué. En principio porque nosotros estamos con los alumnos desde que inicia el día hasta que finaliza la sesión de trabajo, eso te permite conocer a tus alumnos. En el carro de las secundarias generales, técnicas u otra modalidad únicamente llegan los maestros y manejan números de lista, número 5, número 10, número 15, sin embargo, nosotros no, nosotros a pesar de ser el maestro también somos psicólogos para ellos, también conocernos su sentir. Podemos saber sus inquietudes, podemos conocer algunos problemillas que ellos traen y eso nos da pauta para poder enfocar más el aprendizaje. El hecho de conocerlos más a fondo te facilita esta labor.

I: ¿Podría decirme cómo es el rol de la enseñanza y aprendizaje del inglés en una Telesecundaria?

P2: Claro, mira, aquí nosotros los maestros el rol que asumimos es de un coordinador. La materia de inglés siempre la hemos manejado, de hecho, manejamos 1°, 2° y 3° grado. Quiero platicarte un poquito más a fondo que en Telesecundaria hay manuales, hay libros los cuales los puedes encontrar digitalizados. Cómo te comentaba en un principio, la Telesecundaria cuenta con muchos recursos audiovisuales, también tenemos interactivos donde los chavos pueden meterse, pueden practicar su vocabulario y pueden estructurar oraciones. Básicamente nosotros en Telesecundaria manejamos mucho lo que es la gramática, cómo se estructura una oración, la gramática, vocabulario, pero más más nos enfocamos a lo que es la interpretación de un texto. Lo que a nosotros nos importa como docentes es que ellos puedan por lo menos ser capaces de descifrar el contenido de algo, ¿Por qué?, Porque sabemos que hoy en día que cuando ellos adquieren a lo mejor algún electrodoméstico algunas instrucciones vienen en inglés. Bueno, aquí la finalidad es que por lo menos ellos sepan que dice acá, cómo le voy a hacer. Cómo voy a conectar esto, esa es nuestra inquietud, ese es nuestro fin primordial que ellos conozcan el inglés para poder saber que dice, a lo mejor no tanto en el diálogo, en la pronunciación porque en eso sí carecemos, no somos expertos en la materia.

I: Entonces me imagino que, si opinión acerca de la enseñanza del inglés es buena, está de acuerdo con esto.

P2: Es un término medio porque nosotros como docentes te vuelvo a repetir, damos lo mejor de nosotros mismos y apoyándonos de los recursos hacemos que la clase sea un poquito más dinámica y te puedo decir que es un nivel medio aunque también quiero compartirte que actualmente los estándares que busca el nuevo modelo educativo dice que los alumnos cuando salgan del nivel secundaria ellos ya deben hacer narraciones, descripciones, cosa que yo lo veo un poquito complicado, pero hacemos lo que podemos

I: Muy bien, ¿Podría compartirme alguna historia de impacto que ha tenido la enseñanza del inglés en alumnos de esta escuela?

P2: Sí. Lo que yo hago cómo maestro de inglés es que nosotros buscamos incrementar el vocabulario. En nuestra tarea y labor es hacer que los chicos por lo menos aprendan en cada semana 2 o 3 palabras en inglés eso me va a dar pauta a que ellos vayan incrementando el vocabulario. Entonces, para ellos suena un poco divertido el hecho de poner un audio escucha y repite, escucha y repite ¿Por qué? Porque de esa manera en ocasiones podemos encontrarnos con una cancioncita que para ellos es grato, y en ocasiones pues ellos andan tarareando andan cantando en todo momento. Eso te lo puedo compartir como una experiencia grata en la enseñanza del inglés.

I: Entonces ¿Usted considera que la actitud que tienen los estudiantes de esta escuela cuando aprenden inglés es buena? ¿Les agrada aprender inglés?

P2: Cómo todo, hay muchos que, si les agrada, hay otros que no es de su interés. Yo creo que aquí depende mucho del maestro que lo va a impartir, del maestro que va a dar la clase, porque cuando tú no logras el impacto de motivar a todos pues entonces a algunos les va a interesar y otros lo van a tomar como algo inusual. De hecho, me he encontrado con chicos que dicen, pero para qué me va a servir esto si yo no voy a seguir estudiando, pero bueno, para los que si están interesados es una herramienta útil.

I: ¿Qué da origen a estas actitudes?

P2: La motivación que nosotros podamos inyectar en los alumnos, esa motivación extrínseca que podemos utilizar para que los chavos se interesen.

I: Ahora, hablando un poco acerca de la administración de la escuela, ¿Quién se encarga de cubrir los costos de las clases de inglés?

P2: Bueno, aquí a lo mejor no lo abordamos anteriormente, yo lo que te estoy platicando es mi experiencia como docente en diferentes instituciones educativas. Igual a lo mejor no te lo había comentado, he trabajado en escuelas donde nosotros impartimos la clase de inglés. Actualmente en esta institución me he encontrado con la situación de que, si se manejan las clases con maestros especialistas en el ramo y bueno, acá si quiero compartirte que el pago de estos maestros adicionales a esta institución lo cubren los padres de familia.

I: Y ¿Qué opina acerca de esta situación?

P2: Mira, aquí mi opinión antes de dártelo quiero fundamentarla, quiero compartirte que aquí hay que hacer labor con los padres de familia de inyectarles la idea de que es mejor que un experto en la materia imparta esta clase porque va a lograr más impacto en los alumnos. Nosotros en ocasiones como maestros de Telesecundaria que manejamos todas las asignaturas podemos tener debilidades, entonces quién más que el experto venga a suplirte en este caso y

sobre todo porque sabemos que en el nivel medio superior pues van a requerir de más inglés, van a requerir de más herramientas como vocabulario y bueno, de esta manera es como nosotros logramos convencerlos a ellos. Lógicamente que te voy a decir una cosa, aquí los papás no están obligados a pagar la clase, a lo mejor nosotros pudiéramos cubrir esa necesidad, sin embargo, también vemos el beneficio para sus hijos.

I: Al haber sido docente en una escuela rural y una urbana, ¿Considera que las oportunidades de enseñanza y aprendizaje de inglés son las mismas entre estudiantes de estas escuelas?

P2: Las oportunidades de manera real, podemos decir que sí, porque yo docente mi manera de interactuar en un grupo que está ubicado en un medio rural es la misma que de una zona urbana. Obviamente que las condiciones lo que te influye es diferente porque en un medio urbano te encuentras problemas de otro tipo en comparación del medio rural. Si nosotros nos vamos con material didáctico, a lo mejor en un medio rural no te encuentras con todas las herramientas tecnológicas, pero si tú llegas a un medio urbano, a lo mejor tienes mayor acceso a. Los jóvenes tienen, no sé, más posibilidades de ir a un café internet, cosa que los chavos de un medio rural no, sin embargo, la educación tiende a ser la misma, pero este depende de ti como docente porque tú vas a buscar los medios o las posibilidades para hacer que sea equitativo.

I: ¿Considera que existen problemas de desigualdad entre escuelas rurales y urbanas?

P2: No solamente en las zonas rurales y urbanas, la desigualdad existe en todos lados. Si tú te encuentras inmerso en un ambiente urbano te vas a encontrar escuelas no por el hecho de decir urbano quiere decir que las encuentres equipadas, puedes estar en esas escuelas, sin embargo, las escuelas no cuentan con los medios, con lo que tú necesitas, pero sobre todo con lo que los chavos requieren para poder estudiar, sin embargo, tu docente viene aquí tu parte fundamental ¿Cómo le hago para que los chavos tengan acceso a?, Bueno pues buscar los medios, buscar las posibilidades, a lo mejor tú mismo te haces cargo de llevar tus materiales o aparatos para poder compartir con ellos, y lo mismo sucede en un medio rural, también tú si no lo tienes, pues buscas de qué manera adecuar los métodos, las estrategias de acuerdo a lo que tú tienes en ese momento.

I: Por último, de acuerdo a su experiencia, ¿Cuáles son las ventajas y desventaja de trabajar como docente en una escuela rural y una escuela urbana?

P2: Ventajas y desventajas. Bueno, mira, creo que esto ya te lo dije en la respuesta anterior, yo creo que aquí una de las ventajas que pudiéramos tener es el encontrar una escuela con todo lo que tú necesitas para poder desarrollar las actividades, pero igual esto no es una limitante tu cómo docente sobre todo la experiencia que vas adquiriendo te va permitiendo tener esa cualidad de adecuar las actividades. Entonces créeme que yo en lo personal he tenido muchas experiencias exitosas que no me han impedido desarrollar mis actividades. Hasta la fecha me siento satisfecho con las actividades que hago, con las actividades que desarrollo y no ha habido ningún impedimento. Entonces yo de manera general puedo concluir diciéndote que para mí no hay una limitante, para mí no hay algo que obstaculice, por el contrario, yo siempre trato de retomar lo que tengo a mi alcance.

Appendix D.

STUDENTS ANSWERS' TRANSCRIPTIONS

Participant 3

I: Entonces cuéntame, ¿Qué piensas acerca de aprender inglés?

P3: Que sería un apoyo para cuando seamos grandes. Nos puede ayudar para un trabajo mejor, hmmm...

I: Que te ayuda para el futuro.

P3: Sí.

I: ¿Por qué piensas eso? ¿Porque no piensas lo mismo de otras materias?

P3: Porque ahora en un trabajo si tienes un buen nivel de inglés, tienes un puesto mejor.

I: Muy bien. Ahora, ¿Podrías platicarme cómo fue tu experiencia cuando estabas aprendiendo inglés en tu anterior escuela?

P3: Bueno, en la otra escuela eran dos maestras, las dos nos enseñaban y trataban de hacer sus clases más complejas para que el alumno entendiera mejor.

I: ¿Te gustaban?

P3: Sí. Eran muy dinámicas, explicaban, con juegos nos enseñaban prácticamente.

I: Del 1 al 10, ¿Cómo calificarías esas clases?

P3: Con un 9, porque eran muy complejas sus clases, nos enseñaban y pues si había alguna duda pues trataban de explicarla de otra manera de modo que la tuviéramos bien planteada.

I: Ahora vamos a hablar de tu escuela actual. ¿Cómo ha sido tu experiencia aprendiendo inglés en esta escuela?

P3: Bueno pues, acá dan las clases, pero no las considero bien, bueno, no me gustan. No me gusta como las dan ya que nada más lo escriben, lo explican, pero si no quedó claro pues solo te dan tu hoja y ya tú tienes que seguir, de acuerdo a lo que te hayan dejado tú tienes que continuarlo con lo que ya hayan explicado prácticamente.

I: Entonces crees que hace falta actividades y ciertas técnicas para que ayuden a los estudiantes a que los temas queden claros.

P3: Si, claro.

I: Entiendo. Entonces, ¿Te gustan estas clases?

P3: No mucho.

I: ¿Por qué? ¿Se te hacen aburridas?

P3: Sí. Nada más nos explican una vez y pues ya tienes que tener el tema dominado. Hace falta actividades que nos llamen la atención.

I: Del 1 al 10, ¿Cuánto le darías a estas clases?

P3: Cómo un 7 por lo que ya le había comentado de las actividades.

I: Si comparas tus clases de inglés actuales con las de tu anterior escuela, ¿Con qué clases crees que has aprendido más y a qué crees que se deba eso?

P3: Con las anteriores. Bueno, pues como yo le decía, cómo nos las explicaban, eran más dinámicas. Tenían una diferente explicación y ya si no lo entendías te lo enseñaban de otra manera.

I: ¿Qué tipo de materiales usabas en tu escuela anterior?

P3: Tenían libros, dados, material didáctico de inglés.

I: Y aquí, ¿Que materiales utilizas?

P3: Sólo 1 libro.

I: ¿Podrías darme algunos ejemplos de problemas de desigualdad que tú veas entre tú clases de inglés anteriores y las actuales?

P3: Bueno, pues allá, tenías 3 horas de clases de inglés, acá solo te dan 3 sesiones, pero son de 40 minutos. También los maestros de la otra escuela estaban más comprometidos y aquí no al 100% cuando dan sus clases.

I: ¿Crees que estos problemas puedan solucionarse?

P3: Tal vez, no lo sé, porque se podría hablar con la profesora para cambiar eso.

I: ¿Recuerdas alguna actividad que haya aumentado tu aprendizaje de inglés? ¿Alguna actividad que te haya gustado mucho?

P3: Bueno, pues recuerdo una clase que hablaba del futuro, y pues esa clase la recuerdo porque teníamos dados y se usaba el auxiliar negativo y positivo, hacíamos las oraciones y depende de lo que cayera era la oración si era positiva o negativa.

I: Entonces esta actividad te gustó y te quedó claro el tema.

P3: Sí.

I: ¿Qué piensas acerca de pagar por tus clases de inglés?

P3: Bueno, pues en las clases anteriores de inglés, no las pagaba y me gustaban más, sin embargo, éstas las tengo que pagar y no me agradan al 100%.

I: El pagar las clases, ¿Te afecta de alguna manera?

P3: No, no me molesta.

I: De acuerdo a lo que me has dicho, ¿Cuáles serían las ventajas y desventajas de estudiar en tu anterior escuela y en ésta?

P3: Pues las desventajas son que ahora ya no tengo a las mismas maestras que antes y pues ya no son las mismas clases. A lo mejor algunas ya no las entiendo y pues ya no me quedan claras. Las ventajas es que sigo teniendo inglés.

I: ¿Sí tuvieras la oportunidad de hacer cambios en esta escuela para mejorar tu aprendizaje de inglés, que te gustaría cambiar?

P3: Pues tener más maestros y clases de inglés.

I: Por último, ¿Cuáles son las cosas que necesitas para mejorar tu aprendizaje de inglés?

P3: Lo que prácticamente no sería solo para mí sino para todos, que sean más dinámicos los profesores y bueno que su tema ya lo traigan más aprendido para explicarlo de manera que a nosotros nos quede claro. Tener una clase hecha con actividades y no improvisar en clase.

Participant 4.

I: Dime, ¿Qué piensas acerca de aprender inglés?

P4: Que es bueno.

I: ¿Por qué piensas que es bueno?

P4: Porque sería útil para cualquier cosa. Para un trabajo, para el futuro.

I: Ahora ¿Podrías platicarme un poco de tu experiencia aprendiendo inglés en tu anterior escuela?

P4: Pues bien, mis clases eran buenas.

I: ¿Podrías describirme cómo eran tus clases?

P4: El profe llegaba y empezaba a hablar inglés. Nosotros no entendíamos, pero explicaba la clase y utilizábamos un libro.

I: ¿Te gustaba tu clase?

P4: Sí porque explicaba bien y si le entendía.

I: Del 1 al 10, ¿Qué calificación darías a esas clases?

P4: Pues 10 porque si enseñaban bien y si aprendí

I: Ahora, hablando de tus clases en la Telesecundaria, ¿Cómo ha sido tu experiencia aprendiendo inglés en esta escuela?

P4: Un poco más buena, más mejorada.

I: Podrías decirme ¿Cómo son tus clases?

P4: Pues igual, solo que un poco más avanzadas, ya nos hablan más en inglés que en español y pues nosotros tenemos que contestar.

I: ¿Te gustan tus clases?

P4: Sí.

I: Del 1 al 10, ¿Cuánto le das a estas clases?

P4: Igual 10, porque también enseñan bien y si logro aprender.

I: Si comparas tus clases anteriores con las que tienes ahorita, ¿Con qué clases crees que has aprendido más?

P4: Con las de ahorita.

I: ¿Por qué? ¿A qué crees que de deba eso?

P4: Pues porque antes me enseñaban lo básico, las vocales, el abecedario, y ahorita ya nos enseñan más palabras, el verbo to be y todo eso.

I: Ok. ¿Crees que existan problemas de desigualdad entre tú escuela anterior y ésta?

P4: No.

I: ¿Recuerdas alguna actividad que te haya gustado mucho en tu clase de inglés?

P4: En mi escuela anterior no, en esta sí. Recuerdo que nos pusieron en círculo y nos iban lanzando una pelota, nos preguntaban en inglés y nosotros también teníamos que responder en inglés los números.

I: ¿Qué piensas acerca de pagar por tus clases de inglés?

P4: No está mal porque es útil para mí, me va a servir para el futuro. No me afecta, creo que es una buena inversión.

I: Tomando en cuenta tu experiencia, ¿Cuáles son las ventajas y desventajas de aprender inglés en tu escuela anterior y en esta escuela?

P4: Pues que en la otra escuela los profes eran buenos y teníamos materiales y pues acá igual, son buenos, pero si ya nos dan 2 clases. Las desventajas de allá que tardaban mucho en dar clases y aquí no hay ninguna.

I: Sí tuvieras la oportunidad de hacer cambios en esta escuela para aprender mejor inglés, ¿Qué cambiarías?

P4: Si pudiera, me cambiaría de escuela, pero aquí aumentaría las clases de inglés por semana.

I: Por último, ¿Qué es eso que te hace falta para aprender bien inglés?

P4: Que los profes expliquen bien las cosas para que yo pueda entender bien.

Participant 5.

I: Primero, cuéntame un poco acerca de lo que piensas acerca de aprender inglés.

P5: Pues, pienso que aprender inglés es muy importante para mí porque, por ejemplo, si llego a viajar a algún país por lo menos sé hablar inglés y no se me dificulta mucho aprenderlo. Creo que es importante para mí futuro y para comunicarme con otras personas.

I: Ahora, ¿Podrías platicarme un poco acerca de cómo fue aprender inglés en tu anterior escuela?

P5: Mi experiencia fue buena porque, por ejemplo, cuando nos enseñaban el abecedario jugábamos y para mí era bonito porque aprendía más rápido jugando. Me gustaban mis clases porque eran muy dinámicas y aprendía mucho.

I: Del 1 al 10, ¿Qué calificación le darías a estas clases?

P5: Un 10 porque si explicaban bien y aprendía.

I: Y ¿Cómo es tu experiencia aprendiendo inglés en tu actual escuela?

P5: Pues es bonito, también me gustan las clases. Es divertido porque la profe nos da copias para verbos, juega para que aprendamos más rápido y mejor y nos explica bien las clases.

I: Del 1 al 10, ¿Qué calificación le darías a tus clases de ahorita?

P5: También 10 por lo que dije hace rato.

I: Sí comparas tus clases de inglés anteriores con las actuales, ¿Con qué clases crees que has aprendido más?

P5: Hmmm... con las actuales.

I: ¿A qué crees que se deba eso?

P5: Pues por lo mismo que nos enseñan bien y porque jugamos.

I: Ahora, ¿Crees que existan problemas de desigualdad entre tu escuela anterior y ésta?

P5: Pues sí, porque en la otra nos daban material y en ésta pues igual pero no tanto. En la otra no teníamos libro, pero ahorita sí porque vamos a comprar uno. Antes igual jugábamos y salíamos, ahorita nada más las actividades que hacemos en el salón.

I: ¿Cómo crees que estos problemas puedan solucionarse?

P5: Haciendo lo mismo que hacíamos en la otra escuela, teniendo más material, más clases.

I: ¿Recuerdas alguna actividad o situación que te haya gustado mucho y que te haya ayudado a aprender mejor?

P5: Cuando jugábamos la papa caliente en inglés si nos equivocábamos decíamos alguna palabra en inglés, algún color, animal, letra o número.

I: Muy bien. Ahora cambiando un poco de tema, ¿Qué piensas acerca de pagar por tus clases de inglés?

P5: Estoy de acuerdo porque pagamos por 3 horas de inglés y la maestra si nos enseña bien. A la semana nos da 2 clases lunes de 2 horas y viernes de 1 hora, así que pues creo que vale la pena.

I: De acuerdo a tu experiencia, ¿Cuáles son las ventajas y desventajas de estudiar en una escuela rural y una urbana?

P5: En la otra no veíamos tantos temas como ahorita, ahora nos explican más y ya se un poquito más de otras cosas. Antes nada más eran los números, el abecedario, lo básico, ahora ya son más cosas.

I: Si tuvieras la oportunidad de hacer cambios en esta escuela para mejorar tu aprendizaje, ¿Qué cambiarías?

P5: Que dejen más tarea, que expliquen mejor, más material y que nos apoyen en todo el profe.

I: Muy bien. Por último, ¿Qué es eso que necesitarías para que aprendieras más?

P5: Para mí que hubiera tarea extra, que la maestra juegue con nosotros pero que a la vez nos enseñe bien. También que haya actividades que nos ayuden a aprender.

Appendix E

TEACHERS' TRANSCRIPTIONS

Participant 1.

I: Podría decirme durante sus 7 años de experiencia, ¿Cómo ha sido esta profesión para usted?

P1: Pues para mí ha sido grata, el saber que puedo apoyar más a mis alumnos en los ámbitos en los que yo en su momento carecí. Sé que es lo que se siente no tener atención especializada en la materia, entonces tomo esos puntos e intento reforzarlos o cubrirlos al 100%.

I: Ahora podría decirme ¿Por qué habiendo tantas carreras, decidió ser maestro?

P1: Pues por lo mismo, al saber que el sistema estaba bajo en cuanto a nivel, creo que el especializarme y el darles una mejor oportunidad a los chicos actualmente, pues creo que eso fue lo que me motivó para elegir esa carrera.

I: Tomando en cuenta su experiencia, ¿Cómo considera que es la educación en México?

P1: Pues está en un nivel muy bajo. Los planes y programas están bien, sin embargo, pues falta actualización por parte de los maestros para que estos programas se cumplan al 100%.

I: Entonces usted cree que el problema está en la preparación de los maestros, no en lo que usted dijo, en los programas, en lo que se enseña.

P1: En efecto, es la preparación, la actualización, muchos docentes se quedan estancados y pues al haber nuevas normas y nuevos conceptos en lo que es la educación, ellos simplemente no lo pueden aplicar y no cubren al 100% lo que es el programa.

I: Ok. Debido a que sus últimos años de labor han sido en una escuela Telesecundaria, ¿Podría describir el tipo de educación que utiliza esta escuela?

P1: Considero que el tipo de educación pues es medio, por lo mismo de que los docentes no están actualizados, pues la educación que ellos imparten es a su punto de vista. Ellos ven las cualidades y las áreas de oportunidad que los alumnos tienen y son en lo que se enfocan más. Actualmente el nivel en matemáticas y lectura está deficiente, entonces ellos preparan sus clases para reforzar esos aspectos.

I: Entonces ¿Usted está de acuerdo con que cada profe de clases de acuerdo a lo que ellos creen conveniente?

P1: No, en eso estoy en desacuerdo, se supone que hay un programa y se tiene que seguir, que se adapte, es diferente, pero el programa se tiene que seguir ¿Por qué? Por qué las instituciones o el nivel al que aspiran los alumnos en un futuro debe de llevar cubierto ese programa, si el maestro no sigue el programa, pues el alumno irá con conocimientos deficientes.

I: Como profe de Telesecundaria, podría decirme ¿Cuál es el rol del aprendizaje y enseñanza del inglés en esta escuela?

P1: Pues el rol de aprendizaje es más práctico, porque contamos con pocas horas en el aula, entonces, si me dedico a dar más teoría el alumno se aburre, entonces intentamos hacerlo más práctico, llegar a un ambiente de docente-compañero, ya no docente-alumno.

I: Y, ¿Qué opina acerca de enseñar inglés en escuelas Telesecundarias?

P1: Me parece, pues laboralmente una excelente opción, que me den la oportunidad de reforzar lo que pues en Telesecundaria yo veo está muy deficiente, el nivel de inglés está muy bajo puesto que los profesores no están especializados en la materia. Entonces reforzar el inglés de una u otra forma pues me parece una buena opción.

I: ¿Podría compartirme alguna historia de impacto que ha tenido la enseñanza del inglés en los alumnos de esta escuela?

P1: La integración, la integración de los alumnos en su salón de clase con sus compañeros, incluso los docentes. Ha habido ocasiones en las que el docente es renuente, no colabora en lo que son convivios, convivencia entre docente-alumnos, alumnos-alumnos, entonces pues al haber un evento pues integrarme yo y decir: chicos podemos hacer una actividad todos juntos. Entonces, pues involucrarlos entre ellos y que ellos se sientan más en confianza y que sus amistades crezcan pues eso me parece una excelente labor también dentro del rol de enseñanza.

I: ¿Podría describirme cómo se enseña inglés en esta escuela?

P1: Pues generalmente no contamos con un manual, el libro que tenemos por parte de SEP pues no se apega a lo que en realidad conocen los chicos. El nivel que SEP maneja lo considero alto. El nivel que tienen los alumnos no cubre las expectativas de este material por lo que, pues tenemos que adaptar los temas, pero de diferente manera.

I: Y, ¿Cómo es la actitud que tienen los alumnos cuando toman clases de inglés?

P1: Hay actitudes positivas tanto negativas, entonces pues un 50 y 50%.

I: Tomando en cuenta su respuesta anterior, ¿A qué cree que se deban esas actitudes?

P1: Considero que primordialmente es por el apoyo en casa. La mentalidad pues que en su momento los papás tengan con ellos. Si es un papá preparado, le va a exigir el que el alumno se prepare también. Si los papás están rezagados en estudios, no hay tanto apoyo por parte de los papás hacia el alumno.

I: Hablando un poco acerca de la administración de la escuela, ¿Quién se encarga de cubrir los costos de las clases de inglés?

P1: En su totalidad son los alumnos. ¿Porqué? Pues ha sido un acuerdo establecido entre el docente y los padres de familia.

I: ¿Qué piensa acerca de esta situación?

P1: No estoy de acuerdo en eso, ¿Por qué? Por qué pues el profesor está cobrando un sueldo en el cual el maestro no está trabajando esa hora clase.

I: Al trabajar como docente en una escuela rural y una urbana, ¿Considera que las oportunidades de enseñanza y aprendizaje son las mismas entre estudiantes de estas escuelas?

P1: En lo absoluto, es lo mismo. Puede haber alumnos con bajos recursos que tienen ganas de estudiar y superarse, cómo hay alumnos que tienen todas las oportunidades de crecer, sin embargo, no hay motivación por parte de ellos entonces, las oportunidades son las mismas, el apoyo es el que difiere.

I: ¿Considera que existen problemas de desigualdad educativa entre escuelas rurales y urbanas?

P1: Los puede haber, si los puede haber en lo absoluto, sin embargo, pues son los programas que el gobierno ofrece, los que ayudan a que una escuela pues sobresalga en cuanto a material.

I: Entonces, ¿Usted considera que los mayores problemas de desigualdad se basan en oportunidades y en los programas que da SEP a las escuelas? O, ¿Existen algunos otros?

P1: Pues aquí mucho depende **el rol del docente**, los programas, pues para todas las escuelas son los mismos, difieren un poco si es Telesecundaria, secundaria, el nivel en el que está, pero los programas son iguales para todos, aquí si en lo que yo más difiero pues es en la actualización del docente en realmente que se interese por los alumnos y no por el salario.

I: Y, ¿Cree que estos problemas tengan solución?

P1: Si hay solución, pero como te digo, pues es la actualización y que el compromiso del docente se tenga siempre. Creo que lo importante aquí también es la motivación de parte del directivo como de las instituciones que trabajan para esta educación, si hubiese reconocimientos por ser un buen maestro, por llevar a los alumnos a concursos y que éstos ganen, que hay de aquellos que no puedan alcanzar eso, pues igual que se impartan talleres de liderazgo y entre otros que motiven al docente. Un maestro feliz es un maestro que cumple, en lo absoluto.

I: Por último, de acuerdo a su experiencia, ¿Cuáles son las ventajas y desventajas de trabajar como docente en una escuela rural y una urbana?

P1: Pues las ventajas serían las mismas, el ambiente, el apoyo de los padres va a ser una ventaja y una desventaja, el material con el que se cuente en la escuela siempre va a ser una desventaja también, así como una ventaja. Pues lo primordial aquí sería el docente, al no tener material, pues tenemos que llevar el nuestro, para eso, pues si debemos tener compromiso como docente, si eso no lo tenemos, pues seguiremos en las mismas de siempre.

Participant 2.

I: Durante sus 25 años de experiencia, ¿Podría compartirme cómo ha sido esta profesión para usted?

P2: Bueno, para empezar el hecho de ser maestro para mí es algo agradable, es algo que me ha dejado muchas satisfacciones. Pudiera relajarte varias anécdotas que he vivido, pero bueno, únicamente voy a sintetizar compartiéndote que las experiencias que se viven en el aula son muy gratas porque te van dando pauta a que tu cómo maestro vayas modificando tus estrategias, vayas buscando nuevos métodos para poder impactar en el conocimiento de los alumnos.

I: Muy bien, entonces, ¿Por qué habiendo tantas carreras decidió ser maestro?

P2: Como te comentaba en un principio, creo que el magisterio requiere de mucha vocación, creo que el ser maestro nace de ti porque nadie da lo que no tiene. Entonces, efectivamente, a mí sobre todo me gusta inyectar esa iniciativa a los alumnos.

I: Desde su punto de vista, ¿Cómo considera que es la educación en México?

P2: Híjole, pues la educación como que es un tema que se puede debatir mucho, creo que nuestro nivel educativo y no lo digo yo, lo han dicho los medios de comunicación, que realmente **tenemos un nivel bajo**, creo que como ser parte de un país en vías de desarrollo, pues

también la educación está en las mismas corazón, creo que necesitamos invertir y apostar mucho a lo que es la educación para poder lograr alcanzar el estándar deseado.

I: Tomando en cuenta que sus últimos años de labor cómo docente han sido en una escuela Telesecundaria, ¿Podría describirme el tipo de educación que utiliza esta escuela?

P2: Bueno mira, el sistema de Telesecundarias es un sistema muy completo, de hecho, pues yo creo que cada quien defiende lo suyo, pero para mí el sistema de Telesecundarias tiene mucho material, mucho recurso, lo que es audiovisual. Cómo Summer lo dice, Telesecundaria se inicia como un programa de educación a distancia siendo uno de los principales medios la televisión educativa, cómo se sabe en este tipo de sistema, la herramienta primordial es la televisión, de ahí los jóvenes ven sesiones de trabajo impartidas por un coordinador virtual, de esta manera es como ellos van **acoplándose a las diferentes asignaturas**, y bueno, a lo mejor aquí no entraría, pero yo te quiero hacer hincapié de que nosotros los docentes de Telesecundaria nos preparamos mucho, ¿Porque? Pues porque nosotros somos los que estamos frente a todas las materias.

I: Entonces ¿Usted piensa que este tipo de educación es el mejor?

P2: Pudiera decirte que sí, y te voy a explicar por qué. En principio porque nosotros estamos con los alumnos desde que inicia el día hasta que finaliza la sesión de trabajo, eso te permite conocer a tus alumnos. En el carro de las secundarias generales, técnicas u otra modalidad únicamente llegan los maestros y manejan números de lista, número 5, número 10, número 15, sin embargo, nosotros no, nosotros a pesar de ser el maestro también somos psicólogos para ellos, también conocernos su sentir. Podemos saber sus inquietudes, podemos conocer algunos problemillas que ellos traen y eso nos da pauta para poder enfocar más el aprendizaje. El hecho de conocerlos más a fondo te facilita esta labor.

I: ¿Podría decirme cómo es el rol de la enseñanza y aprendizaje del inglés en una Telesecundaria?

P2: Claro, mira, aquí nosotros los maestros el rol que asumimos es de un coordinador. La materia de inglés siempre la hemos manejado, de hecho, manejamos 1°, 2° y 3° grado. Quiero platicarte un poquito más a fondo que en Telesecundaria hay manuales, hay libros los cuales los puedes encontrar digitalizados. Cómo te comentaba en un principio, la Telesecundaria cuenta con muchos recursos audiovisuales, también tenemos interactivos donde los chavos pueden meterse, pueden practicar su vocabulario y pueden estructurar oraciones. Básicamente nosotros en Telesecundaria manejamos mucho lo que es la gramática, cómo se estructura una oración, la gramática, vocabulario, pero más más nos enfocamos a lo que es la interpretación de un texto. Lo que a nosotros nos importa como docentes es que ellos puedan por lo menos ser capaces de descifrar el contenido de algo, ¿Por qué?, Porque sabemos que hoy en día que cuando ellos adquieren a lo mejor algún electrodoméstico algunas instrucciones vienen en inglés. Bueno, aquí la finalidad es que por lo menos ellos sepan que dice acá, cómo le voy a hacer. Cómo voy a conectar esto, esa es nuestra inquietud, ese es nuestro fin primordial que ellos conozcan el inglés para poder saber que dice, a lo mejor no tanto en el diálogo, en la pronunciación porque en eso sí carecemos, no somos expertos en la materia.

I: Entonces me imagino que, si opinión acerca de la enseñanza del inglés es buena, está de acuerdo con esto.

P2: Es un término medio porque nosotros como docentes te vuelvo a repetir, damos lo mejor de nosotros mismos y apoyándonos de los recursos **hacemos que la clase sea un poquito más dinámica y te puedo decir que es un nivel medio** aunque también quiero compartirte que actualmente los estándares que busca **el nuevo modelo educativo dice que los alumnos cuando salgan del nivel secundaria ellos ya deben hacer narraciones, descripciones, cosa que yo lo veo un poquito complicado, pero hacemos lo que podemos**

I: Muy bien, ¿Podría compartirme alguna historia de impacto que ha tenido la enseñanza del inglés en alumnos de esta escuela?

P2: Sí. Lo que yo hago cómo maestro de inglés es que nosotros buscamos incrementar el vocabulario. En nuestra tarea y labor es hacer que los chicos por lo menos aprendan en cada semana 2 o 3 palabras en inglés eso me va a dar pauta a que ellos vayan incrementando el vocabulario. Entonces, para ellos suena un poco divertido el hecho de poner un audio escucha y repite, escucha y repite ¿Porqué? Porque de esa manera en ocasiones podemos encontrarnos con una cancioncita que para ellos es grato, y en ocasiones pues ellos andan tarareando andan cantando en todo momento. Eso te lo puedo compartir como una experiencia grata en la enseñanza del inglés.

I: Entonces ¿Usted considera que la actitud que tienen los estudiantes de esta escuela cuando aprenden inglés es buena? ¿Les agrada aprender inglés?

P2: **Cómo todo, hay muchos que si les agrada, hay otros que no es de su interés. Yo creo que aquí depende mucho del maestro que lo va a impartir, del maestro que va a dar la clase,** porque cuando tú no logras el impacto de motivar a todos pues entonces a algunos les va a interesar y otros lo van a tomar como algo inusual. De hecho, me he encontrado con chicos que dicen, pero para qué me va a servir esto si yo no voy a seguir estudiando, pero bueno, para los que si están interesados es una herramienta útil.

I: ¿Qué da origen a estas actitudes?

P2: **La motivación que nosotros podamos inyectar en los alumnos, esa motivación extrínseca que podemos utilizar para que los chavos se interesen.**

I: Ahora, hablando un poco acerca de la administración de la escuela, ¿Quién se encarga de cubrir los costos de las clases de inglés?

P2: Bueno, aquí a lo mejor no lo abordamos anteriormente, yo lo que te estoy platicando es mi experiencia como docente en diferentes instituciones educativas. Igual a lo mejor no te lo había comentado, he trabajado en escuelas donde nosotros impartimos la clase de inglés. Actualmente en esta institución me he encontrado con la situación de que, si se manejan las clases con maestros especialistas en el ramo y bueno, acá si quiero compartirte que **el pago de estos maestros adicionales a esta institución lo cubren los padres de familia.**

I: Y ¿Qué opina acerca de esta situación?

P2: Mira, aquí mi opinión antes de dártelo quiero fundamentarla, quiero compartirte que aquí hay que hacer labor con los padres de familia de inyectarles la idea de que es mejor que un experto en la materia imparta esta clase porque va a lograr más impacto en los alumnos. Nosotros en ocasiones como maestros de Telesecundaria que manejamos todas las asignaturas podemos tener debilidades, entonces quién más que el experto venga a suplirte en este caso y

sobre todo porque sabemos que en el nivel medio superior pues van a requerir de más inglés, van a requerir de más herramientas como vocabulario y bueno, de esta manera es como nosotros logramos convencerlos a ellos. Lógicamente que te voy a decir una cosa, aquí los papás no están obligados a pagar la clase, a lo mejor nosotros pudiéramos cubrir esa necesidad, sin embargo, también vemos el beneficio para sus hijos.

I: Al haber sido docente en una escuela rural y una urbana, ¿Considera que las oportunidades de enseñanza y aprendizaje de inglés son las mismas entre estudiantes de estas escuelas?

P2: Las oportunidades de manera real, podemos decir que sí, porque yo docente mi manera de interactuar en un grupo que está ubicado en un medio rural es la misma que de una zona urbana. Obviamente que las condiciones lo que te influye es diferente porque en un medio urbano te encuentras problemas de otro tipo en comparación del medio rural. Si nosotros nos vamos con material didáctico, a lo mejor en un medio rural no te encuentras con todas las herramientas tecnológicas, pero si tú llegas a un medio urbano, a lo mejor tienes mayor acceso a. Los jóvenes tienen, no sé, más posibilidades de ir a un café internet, cosa que los chavos de un medio rural no, sin embargo, la educación tiende a ser la misma, pero este depende de ti como docente porque tú vas a buscar los medios o las posibilidades para hacer que sea equitativo.

I: ¿Considera que existen problemas de desigualdad entre escuelas rurales y urbanas?

P2: No solamente en las zonas rurales y urbanas, la desigualdad existe en todos lados. Si tú te encuentras inmerso en un ambiente urbano te vas a encontrar escuelas no por el hecho de decir urbano quiere decir que las encuentres equipadas, puedes estar en esas escuelas, sin embargo, las escuelas no cuentan con los medios, con lo que tú necesitas, pero sobre todo con lo que los chavos requieren para poder estudiar, sin embargo, tu docente viene aquí tu parte fundamental ¿Cómo le hago para que los chavos tengan acceso a?, Bueno pues buscar los medios, buscar las posibilidades, a lo mejor tú mismo te haces cargo de llevar tus materiales o aparatos para poder compartir con ellos, y lo mismo sucede en un medio rural, también tú si no lo tienes, pues buscas de qué manera adecuar los métodos, las estrategias de acuerdo a lo que tú tienes en ese momento.

I: Por último, de acuerdo a su experiencia, ¿Cuáles son las ventajas y desventaja de trabajar como docente en una escuela rural y una escuela urbana?

P2: Ventajas y desventajas. Bueno, mira, creo que esto ya te lo dije en la respuesta anterior, yo creo que aquí una de las ventajas que pudiéramos tener es el encontrar una escuela con todo lo que tú necesitas para poder desarrollar las actividades, pero igual esto no es una limitante tu cómo docente sobre todo la experiencia que vas adquiriendo te va permitiendo tener esa cualidad de adecuar las actividades. Entonces créeme que yo en lo personal he tenido muchas experiencias exitosas que no me han impedido desarrollar mis actividades. Hasta la fecha me siento satisfecho con las actividades que hago, con las actividades que desarrollo y no ha habido ningún impedimento. Entonces yo de manera general puedo concluir diciéndote que para mí no hay una limitante, para mí no hay algo que obstaculice, por el contrario, yo siempre trato de retomar lo que tengo a mi alcance.

Appendix F.

TRANSCRIPTS STUDENTS

Participant 3

I: Entonces cuéntame, ¿Qué piensas acerca de aprender inglés?

P3: Que sería un apoyo para cuando seamos grandes. Nos puede ayudar para un trabajo mejor, hmmm...

I: Que te ayuda para el futuro.

P3: Sí.

I: ¿Por qué piensas eso? ¿Porque no piensas lo mismo de otras materias?

P3: Porque ahora en un trabajo si tienes un buen nivel de inglés, tienes un puesto mejor.

I: Muy bien. Ahora, ¿Podrías platicarme cómo fue tu experiencia cuando estabas aprendiendo inglés en tu anterior escuela?

P3: Bueno, en la otra escuela eran dos maestras, las dos nos enseñaban y trataban de hacer sus clases más complejas para que el alumno entendiera mejor.

I: ¿Te gustaban?

P3: Sí. Eran muy dinámicas, explicaban, con juegos nos enseñaban prácticamente.

I: Del 1 al 10, ¿Cómo calificarías esas clases?

P3: Con un 9, porque eran muy complejas sus clases, nos enseñaban y pues si había alguna duda pues trataban de explicarla de otra manera de modo que la tuviéramos bien planteada.

I: Ahora vamos a hablar de tu escuela actual. ¿Cómo ha sido tu experiencia aprendiendo inglés en esta escuela?

P3: Bueno pues, acá dan las clases, pero no las considero bien, bueno, no me gustan. No me gusta como las dan ya que nada más lo escriben, lo explican, pero si no quedó claro pues solo te dan tu hoja y ya tú tienes que seguir, de acuerdo a lo que te hayan dejado tú tienes que continuarlo con lo que ya hayan explicado prácticamente.

I: Entonces crees que hace falta actividades y ciertas técnicas para que ayuden a los estudiantes a qué los temas queden claros.

P3: Si, claro.

I: Entiendo. Entonces, ¿Te gustan estas clases?

P3: No mucho.

I: ¿Por qué? ¿Se te hacen aburridas?

P3: Sí. Nada más nos explican una vez y pues ya tienes que tener el tema dominado. Hace falta actividades que nos llamen la atención.

I: Del 1 al 10, ¿Cuánto le darías a estas clases?

P3: Cómo un 7 por lo que ya le había comentado de las actividades.

I: Si comparas tus clases de inglés actuales con las de tu anterior escuela, ¿Con qué clases crees que has aprendido más y a qué crees que se deba eso?

P3: Con las anteriores. Bueno, pues como yo le decía, cómo nos las explicaban, eran más dinámicas. Tenían una diferente explicación y ya si no lo entendías te lo enseñaban de otra manera.

I: ¿Qué tipo de materiales usabas en tu escuela anterior?

P3: Tenían libros, dados, material didáctico de inglés.

I: Y aquí, ¿Que materiales utilizas?

P3: Sólo 1 libro.

I: ¿Podrías darme algunos ejemplos de problemas de desigualdad que tú veas entre tú clases de inglés anteriores y las actuales?

P3: Bueno, pues allá, tenías 3 horas de clases de inglés, acá solo te dan 3 sesiones, pero son de 40 minutos. También los maestros de la otra escuela estaban más comprometidos y aquí no al 100% cuando dan sus clases.

I: ¿Crees que estos problemas puedan solucionarse?

P3: Tal vez, no lo sé, porque se podría hablar con la profesora para cambiar eso.

I: ¿Recuerdas alguna actividad que haya aumentado tu aprendizaje de inglés? ¿Alguna actividad que te haya gustado mucho?

P3: Bueno, pues recuerdo una clase que hablaba del futuro, y pues esa clase la recuerdo porque teníamos dados y se usaba el auxiliar negativo y positivo, hacíamos las oraciones y depende de lo que cayera era la oración si era positiva o negativa.

I: Entonces esta actividad te gustó y te quedó claro el tema.

P3: Sí.

I: ¿Qué piensas acerca de pagar por tus clases de inglés?

P3: Bueno, pues en las clases anteriores de inglés, no las pagaba y me gustaban más, sin embargo, éstas las tengo que pagar y no me agradan al 100%.

I: El pagar las clases, ¿Te afecta de alguna manera?

P3: No, no me molesta.

I: De acuerdo a lo que me has dicho, ¿Cuáles serían las ventajas y desventajas de estudiar en tu anterior escuela y en ésta?

P3: Pues las desventajas son que ahora ya no tengo a las mismas maestras que antes y pues ya no son las mismas clases. A lo mejor algunas ya no las entiendo y pues ya no me quedan claras. Las ventajas es que sigo teniendo inglés.

I: ¿Sí tuvieras la oportunidad de hacer cambios en esta escuela para mejorar tu aprendizaje de inglés, que te gustaría cambiar?

P3: Pues tener más maestros y clases de inglés.

I: Por último, ¿Cuáles son las cosas que necesitas para mejorar tu aprendizaje de inglés?

P3: Lo que prácticamente no sería solo para mí sino para todos, que sean más dinámicos los profesores y bueno que su tema ya lo traigan más aprendido para explicarlo de manera que a nosotros nos quede claro. Tener una clase hecha con actividades y no improvisar en clase.

Participant 4.

I: Dime, ¿Qué piensas acerca de aprender inglés?

P4: Que es bueno.

I: ¿Por qué piensas que es bueno?

P4: Porque sería útil para cualquier cosa. Para un trabajo, para el futuro.

I: Ahora ¿Podrías platicarme un poco de tu experiencia aprendiendo inglés en tu anterior escuela?

P4: Pues bien, mis clases eran buenas.

I: ¿Podrías describirme cómo eran tus clases?

P4: El profe llegaba y empezaba a hablar inglés. Nosotros no entendíamos, pero explicaba la clase y utilizábamos un libro.

I: ¿Te gustaba tu clase?

P4: Sí porque explicaba bien y si le entendía.

I: Del 1 al 10, ¿Qué calificación darías a esas clases?

P4: Pues 10 porque si enseñaban bien y si aprendí

I: Ahora, hablando de tus clases en la Telesecundaria, ¿Cómo ha sido tu experiencia aprendiendo inglés en esta escuela?

P4: Un poco más buena, más mejorada.

I: Podrías decirme ¿Cómo son tus clases?

P4: Pues igual, solo que un poco más avanzadas, ya nos hablan más en inglés que en español y pues nosotros tenemos que contestar.

I: ¿Te gustan tus clases?

P4: Sí.

I: Del 1 al 10, ¿Cuánto le das a estas clases?

P4: Igual 10, porque también enseñan bien y si logro aprender

I: Si comparas tus clases anteriores con las que tienes ahorita, ¿Con qué clases crees que has aprendido más?

P4: Con las de ahorita.

I: ¿Por qué? ¿A qué crees que de deba eso?

P4: Pues porque antes me enseñaban lo básico, las vocales, el abecedario, y ahorita ya nos enseñan más palabras, el verbo to be y todo eso.

I: Ok. ¿Crees que existan problemas de desigualdad entre tú escuela anterior y ésta?

P4: No.

I: ¿Recuerdas alguna actividad que te haya gustado mucho en tu clase de inglés?

P4: En mi escuela anterior no, en esta sí. Recuerdo que nos pusieron en círculo y nos iban lanzando una pelota, nos preguntaban en inglés y nosotros también teníamos que responder en inglés los números.

I: ¿Qué piensas acerca de pagar por tus clases de inglés?

P4: No está mal porque es útil para mí, me va a servir para el futuro. No me afecta, creo que es una buena inversión.

I: Tomando en cuenta tu experiencia, ¿Cuáles son las ventajas y desventajas de aprender inglés en tu escuela anterior y en esta escuela?

P4: Pues que en la otra escuela los profes eran buenos y teníamos materiales y pues acá igual, son buenos, pero si ya nos dan 2 clases. Las desventajas de allá que tardaban mucho en dar clases y aquí no hay ninguna.

I: Sí tuvieras la oportunidad de hacer cambios en esta escuela para aprender mejor inglés, ¿Qué cambiarías?

P4: Si pudiera, me cambiaría de escuela, pero aquí aumentaría las clases de inglés por semana.

I: Por último, ¿Qué es eso que te hace falta para aprender bien inglés?

P4: Que los profes expliquen bien las cosas para que yo pueda entender bien.

Participant 5.

I: Primero, cuéntame un poco acerca de lo que piensas acerca de aprender inglés.

P5: Pues, pienso que aprender inglés es muy importante para mí porque, por ejemplo, si llego a viajar a algún país por lo menos sé hablar inglés y no se me dificulta mucho aprenderlo. Creo que es importante para mí futuro y para comunicarme con otras personas.

I: Ahora, ¿Podrías platicarme un poco acerca de cómo fue aprender inglés en tu anterior escuela?

P5: Mi experiencia fue buena porque, por ejemplo, cuando nos enseñaban el abecedario jugábamos y para mí era bonito porque aprendía más rápido jugando. Me gustaban mis clases porque eran muy dinámicas y aprendía mucho.

I: Del 1 al 10, ¿Qué calificación le darías a estas clases?

P5: Un 10 porque si explicaban bien y aprendía.

I: Y ¿Cómo es tu experiencia aprendiendo inglés en tu actual escuela?

P5: Pues es bonito, también me gustan las clases. Es divertido porque la profe nos da copias para verbos, juega para que aprendamos más rápido y mejor y nos explica bien las clases.

I: Del 1 al 10, ¿Qué calificación le darías a tus clases de ahorita?

P5: También 10 por lo que dije hace rato.

I: Sí comparas tus clases de inglés anteriores con las actuales, ¿Con qué clases crees que has aprendido más?

P5: Hmmm... con las actuales.

I: ¿A qué crees que se deba eso?

P5: Pues por lo mismo que nos enseñan bien y porque jugamos.

I: Ahora, ¿Crees que existan problemas de desigualdad entre tu escuela anterior y ésta?

P5: Pues sí, porque en la otra nos daban material y en ésta pues igual pero no tanto. En la otra no teníamos libro, pero ahorita sí porque vamos a comprar uno. Antes igual jugábamos y salíamos, ahorita nada más las actividades que hacemos en el salón.

I: ¿Cómo crees que estos problemas puedan solucionarse?

P5: Haciendo lo mismo que hacíamos en la otra escuela, teniendo más material, más clases.

I: ¿Recuerdas alguna actividad o situación que te haya gustado mucho y que te haya ayudado a aprender mejor?

P5: Cuando jugábamos la papa caliente en inglés si nos equivocábamos decíamos alguna palabra en inglés, algún color, animal, letra o número.

I: Muy bien. Ahora cambiando un poco de tema, ¿Qué piensas acerca de pagar por tus clases de inglés?

P5: Estoy de acuerdo porque pagamos por 3 horas de inglés y la maestra si nos enseña bien. A la semana nos da 2 clases lunes de 2 horas y viernes de 1 hora, así que pues creo que vale la pena.

I: De acuerdo a tu experiencia, ¿Cuáles son las ventajas y desventajas de estudiar en una escuela rural y una urbana?

P5: En la otra no veíamos tantos temas como ahorita, ahora nos explican más y ya se un poquito más de otras cosas. Antes nada más eran los números, el abecedario, lo básico, ahora ya son más cosas.

I: Si tuvieras la oportunidad de hacer cambios en esta escuela para mejorar tu aprendizaje, ¿Qué cambiarías?

P5: Que dejen más tarea, que expliquen mejor, más material y que nos apoyen en todo el profe.

I: Muy bien. Por último, ¿Qué es eso que necesitarías para que aprendieras más?

P5: Para mí que hubiera tarea extra, que la maestra juegue con nosotros pero que a la vez nos enseñe bien. También que haya actividades que nos ayuden a aprender.